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Regular Meeting #1778
UNI Faculty Senate
April 11, 2016 (3:31 – 4:56)
Oak room, Maucker Union
SUMMARY MINUTES

1. Courtesy Announcements

A. No members of the Press were present.

B. Provost **Wohlpart** thanked faculty members who are participating in searches for a Diversity Officer and Vice President of Student Affairs. He shared information on the Legislature's funding proposals for education, adding that faculty leaders will be engaged to deal with UNI budget challenges.

C. Faculty Chair **Peters** updated members on the Board of Regents Strategic Plan, stating that comments heard last session were folded into and similar to those added by the other Regents institutions. The Board will meet again in April with a second draft, and the consultants hope to have work complete by June. Chair **Peters** congratulated Senator Tim **Kidd** who has been elected as UNI Chair of the Faculty for next year, and thanked Senate Secretary **Terlip** for her willingness to be on that ballot.

D. Faculty Senate Chair **O'Kane** reminded Senators that nominations for Faculty Senate Vice-Chair are to be considered and voted on at the next and final meeting of the year.

2. Summary Minutes/Full Transcript of March 28, 2016
(Walter/Burnight). Motion Passed.

3. Consideration of Calendar Items for Docketing

1297 Emeritus request for Katheryn **East**, Educational Psychology & Foundations and Stanley **Lyle**, Rod Library <http://uni.edu/senate/current-year/current-and-pending-business/emeritus-request-katheryn-east-educational-psychology>

**** (Smith/Cooley)** Motion Passed.

4. No New Business

5. Consideration of Docketed Items

1295 1190 Emeritus request for Iradge **Ahrabi-Fard**, HPELS; Randy **Hogancamp**, School of Music; Ronald **Johnson**, School of Music; and Thomas **Kessler**, Rod Library <http://www.uni.edu/senate/current-year/current-and-pending-business/emeritus-request-iradge-ahrabi-fard-randy-hogancamp-ronald>

Motion passed.

**** (Dolgener/Cooley)** Motion passed.

6. Consultative Sessions

A. Associate Vice President of Enrollment Management, Matt **Kroeger** - Three Year Comparison of UNI Freshmen: Applicants, Admits, Enrolls & Conditional Admits: Fall semesters 2015, 2014, 2013.
(See full transcript **pages 10-33** and Addendum #1)

B. Provost Jim **Wohlpart**: Update to Senate Budget Report
(See full transcript **pages 33-49** and Addendum #2)

7. Adjournment

**** (Hakes/Dolgener)** Motion passed 4:56.

Next (Final) Meeting:

3:30 p.m. April 25, 2016

Oak Room, Maucker Union

Full Transcript follows of 49 pages and 2 Addenda.

Regular Meeting #1778

FULL TRANSCRIPT of the
UNI Faculty Senate Meeting
April 11, 2016 (3:31 – 4:56 p.m.)
Oak room, Maucker Union

Present: Senator John **Burnight**, Associate Provost Nancy **Cobb**, Senator Jennifer **Cooley**, Associate Provost Kavita **Dhanwada**, Senators, Forrest **Dolgener**, Xavier **Escandell**, Todd **Evans**, Lou **Fenech**, Senate Vice-Chair Gretchen **Gould**, David **Hakes**, Tim **Kidd**, Ramona **McNeal**, Senate Chair Steve **O’Kane**, Faculty Chair Scott **Peters**, Senators Gary **Shontz**, Gerald **Smith**, Nicole **Skaar**, Jesse **Swan**, Senate Secretary Laura **Terlip**, Senator Michael **Walter**, Provost Jim **Wohlpart**.

Not Present: Senator Arica **Beckman**, Senators Ann **Bradfield**, Cathy **DeSoto** Senate Vice Chair Gretchen **Gould**, Senators Bill **Koch**, Leigh **Zeit**, NISG Avery **Johnson**.

GUESTS: Tom **Hesse**, Matt **Kroeger**.

O’Kane: Hello everybody. Welcome back. It’s a lovely day in the neighborhood. So I’m calling the meeting to order. I don’t see any press here today so I will go ahead and ask for comments from Provost **Wohlpart**.

Wohlpart: We have two very high profile searches going on our campus right now: That’s the Chief Diversity Officer and the Vice President of Students Affairs. For those of you who are participating, thank you for taking the time. We believe that we will have some real budget numbers in the next week or two. The latest information that we have looks worse than the information we had a week or two ago. From what we

understand, there's about \$4.5 million for all of the areas within education. That would include the Department of Education, Board of Regents; Community Colleges. The Board of Regents have requested a little over \$20 million for the Universities and \$4.5 million will be available. So it's going to be a very small amount that comes to the Universities. When we get that target, which will probably be next week; end of the week--- we will convene with faculty leaders, which we did last year, we will talk through what it is that we're thinking about in terms of how we will engage that issue---challenge---opportunity. Questions?

Smith: This is not a complete surprise because we knew it was \$8 million. Although we're disappointed, have we frozen any searches in anticipation of the shortfall?

Wohlpart: We have been very cautious within Academic Affairs. I think that we ended up with 15 searches this year, which was actually a large number of searches compared with what we've had in the last couple of years. We are about to go through the process to decide what positions we will have in the Fall of '17. We had not put any of the searches that are ongoing now for the Fall of '16 on hold. We have the funds for those. We also have been reserving---I've been reserving funds that exist within the Provost's Office so we could sustain a cut. That's where it will largely come from. We do have other folks who will be retiring this coming fall, and that fund will be pulled centrally, probably as we talk about the coming year. But, we will share all that with faculty leadership.

O’Kane: Further comments or questions?

Peters: Two things: First, the Board’s Strategic Planning efforts that we talked about at our last Senate meeting: Your comments were very well integrated into the comments that we ended up making to the Board’s consultants. The discussion was, I would say, that everyone in the room, that is, all the UNI people in the room---the administrators, faculty and staff were on the same page on these things. Their comments were consistent with the things that we heard at Senate a couple of days earlier. So, we gave our input. My understanding is the same kinds of things happened at the other two institutions and I think those institutions had pretty similar input to the kinds of things that we had to say. Obviously, I’m sure they had some things that were specific to their schools, but we’ll see what the Board does with that. My understanding is that the consultants are going to get some sort of preliminary new draft, or something like that at the next Board meeting in April. Then the Board is looking to finalize it in June. And then, finally I don’t think that an announcement has gone out yet, but I and the candidates were notified that Tim **Kidd** was elected as Chair of the Faculty for next year. But in addition to congratulating Tim (**Kidd**), I want to thank Laura (**Terlip**) for running.

Terlip: As a placeholder.

Peters: Really it’s not a placeholder and that’s what I wanted to be sure to say. It’s really important for these elections that we have two very good candidates on the ballot, and Laura, (**Terlip**) your service has always been

exemplary, and a model honestly, for all of us to follow, and so thank you very much for your willingness to run.

Terlip: Thank you.

O’Kane: One comment from myself, and that concerns our next meeting. At our next meeting we will be both welcoming new Senators who have been elected from the Colleges and we will also be electing a Vice-Chair who would then become the Chair the following year. I have not received any nominations for these positions, so please search deep within yourselves for whether or not you wish to self-nominate or nominate someone else. Again, we want to take that up next time.

Peters: There is supposed to be a nominating committee, is there not?

O’Kane: Not to my knowledge. Not that I know of.

Peters: In the bylaws, I think there is a nominating committee that consists of all out-going Senators.

Kidd: Yeah. I think so.

Peters: And they’re supposed to approach people...

O’Kane: I can tell you who that is...[reads list] Senator **Shontz** I guess you’re on that committee. Senator **Walter**, guess who else is on that committee? Senator **Hakes** is on that committee, as is Senator **Cooley** and Senator **Terlip** and Senator **Evans**. So, can you guys get me some names so I can get

them on the agenda for next time? Thank you Scott (**Peters**) for remembering. I'm sure your colleagues thank you too.

O'Kane: We have one item on our calendar today and that is Calendar Item 1297.

Terlip: We've got to approve the minutes.

O'Kane: Oh! We've got to approve the minutes. I do that virtually every week. May I have a motion to approve minutes? So moved by Senator **Walter** and seconded by Senator **Burnight**. Any discussion? Corrections? All in favor of the motion, please say 'aye,' opposed, 'nay,' abstentions, 'aye.' Motion passes. Okay, Calendar Item 1297, Emeritus request for Katheryn **East**, who's in Educational Psychology & Foundations and Thomas **Kessler** from Rod Library. Do we have a motion to docket that item in regular order as Docket Number 1191? So moved by Senator **Smith**; seconded by Senator **Cooley**. Any discussion? All in favor, please say 'aye,' opposed, 'nay,' abstentions, 'aye.' Motion passes. Thank you very much. Before we move on to consideration of our one docketed item, Senator **Terlip** would like to say a few words on behalf of Dr. **Chen** who we voted for emeritus last time.

Terlip: I wasn't here and I did want to comment on my colleague and friend Joyce **Chen**'s 22 years of service here at UNI. Joyce was a wonderful teacher. She's won five or six national teaching awards in various parts of the profession. She's done creative works as well as publications. She's served and done the web design and maintenance for the International Listening Association, the Iowa Communication Association, the World

Communication Association and the Iowa Broadcaster's Association for some of their work with us. So, she's been very, very active. She won the Veridian Credit Union award in 2012. The thing that I did want to highlight is that Joyce's service really connected to the community in a number of ways, and some of you may be familiar with a project that she's still pursuing, called "The African American Voices of the Cedar Valley." She started that project with David **Jacobs**. Basically, Joyce (**Chen**) has been collecting oral histories of African Americans who settled in the triangle in Waterloo, and has been doing extensive original research. There's a website where you can go and listen to them. Basically, she's now focusing on the migrating history of how African Americans came to this area and so a lot of schools are using that, as are researchers in that area. I think it's a tremendous service we need to acknowledge. Thank you.

O'Kane: Thank you, Senator **Terlip**. On the docket today, we have Docket 1190, which is an Emeritus request for Iradge **Ahrabi-Fard**, Randy **Hogancamp**, Ronald **Johnson**, and Thomas **Kessler**. May I have a motion that we approve the emeritus requests? So moved by Senator **Dolgener**, seconded by Senator **Cooley**. Would anyone like to speak on behalf of any of our four colleagues?

Dolgener: I'd like to say a few words about Iradge **Ahrabi-Fard**. He's been, here, I'm not sure, 40 years, I think, but he started out at the Lab School and migrated here when he became the volleyball coach. And he was Head Volleyball Coach for many years at the same time serving in HPELS and I think it was 10 years ago he got out of coaching and was a full time

member of HPELS in the pedagogy area. He's well respected internationally both in his coaching and in his pedagogy and physical education. He's just been a great colleague for a long time. We were very...we worked on many projects together; did some publications together, so he is well deserving.

O'Kane: Thank you, anybody else; any further discussion? Hearing none, all in favor of the motion, please say 'aye,' opposed, 'nay,' abstentions, 'aye.' Motion passes. Thank you. We are now moving to a Consultative Session and our first guest today is Matt **Kroeger** who is going to give us a report from the Recruitment Council on Three-Year Trends.

Kroeger: I've got a presentation. How's everybody doing? Dr. **Hakes**, you don't remember me, but my freshman year, my very first semester, I was in your macroeconomics class. I still remember one of the things you said. Mind you, this was Fall of 1992. Do you want to know what it was?

Hakes: Yes.

[Senators: We want to know. Laughter] It's really quite timely. I did not scour through my undergraduate notes to come up with this. This is literally something I remember from my very first semester from Fall of 1992. You said that if you were elected President, you would immediately cause an economic downturn, because the market would naturally correct itself by the time re-election would roll around and you would be considered the master-mind. Does that sound like something that you...? [Laughter]

Hakes: [Laughter] Probably.

Kroeger: I remember that literally every time Presidential cycles come around.

Hakes: They would call that the Political Business Cycle. I was not elected president. [Laughter.]

Kroeger: It's not too late. So, this is a presentation that I started putting together in October after we had reported our census information to the Board of Regents on the new entering class, and all that information---just was a good baseline of information about what's transpired here at the Institution because in my first year here, I could see, just looking at the numbers and hearing—because for those that don't know, a little bit about my background: I spent two years at Idaho and Idaho State as Director of Admissions and Recruitment just right before to coming to this role. But prior to that, I was at the University of Iowa in the Office of Admissions for eight years before that. So that would have been 2004 -2012. So, my last year there was the time when Iowa residents and doing more in-state was really starting to become more of a talking point in some of our meetings and initiatives. That's my more recent background, but I started putting this presentation together just to give a good idea of where the Institution was then and where we are heading. And the numbers here are pretty powerful. I intentionally did not put them in any sort of graphs or bar charts or slides, just to let them speak for themselves. I find a lot of this information quite helpful. Then there's a little bit of a deeper dive into the

conditional admits which have seen some changes, especially for this Fall 2015 entering class as well, which has probably sparked some conversations across campus, but it's important I think for people to get a good understanding of who they are, and what they look like. Without further ado, this is looking at all freshman applications both domestic and international from the Fall of 2013 to the Fall of 2015. As you can see, significant increases in that time. I'm going to point out down here though, we actually down slightly in the total number of applications. Fall of 2014 is the year that we partnered with Royal & Company to do a late application push and generation, which yielded us about 1,000 freshman applications and it ultimately ended up contributing about 100 entering freshmen into the Fall of 2014 class. Had those efforts with Royal not been undertaken, our entering class this year would have seen a very different look as would that of the number right there. But, throughout time, big increases in the number of students that are interested enough in UNI to take that step of applying. And if we break it down and look at just the minority applications, you can see what's happened there. This is the two-year difference. Again, dropping a little bit from a peak in Fall 2014, but still up over the three year's time; Residents and Non-residents both. It's some very strong numbers. This is 83.7%---That's a huge of influx of applications within that time.

Kroeger: Who actually get's the green light to come here if they so choose, and we certainly we want them to choose to come here? These are actual Offers of Admission. Somewhat similar to the Applications slide that you

just saw previously, but down very, very little. Iowa Residents: actually up a little bit. Non-residents, down 50 the one year from the peak. But again over here in the right hand column you can see the change from Fall of 2013 to the Fall of 2015. These are just the students we say, “Yes, congratulations, you’re admitted.”

Kroeger: Who chooses: But first, the breakdown for minority students on who is offered admission. This is also a two-year comparison. In the column on the very far right, Iowa Residents, up slightly; Non-residents as well up slightly. But not nearly as much when you look, two slides ago to see the volume of the increase in applications.

Enrolls: These are those who actually are included in the Fall Census of Enrolls. This is ALL freshmen; this is NOT the number---if you say, “These numbers look different from any I may have seen as it relates to retention factors,” because retention numbers just factor in first-time, full-time freshmen. We do have a number of freshmen who start here below 12 credit hours, so they’re still considered freshmen. They’re just not part of the full-time class that get picked up for retention reporting later. As you can see, this year was actually slightly higher than the previous year or Fall 2012. Fall 2012, I want to say it was 1,708 or 1,709. So, really we had three entering freshmen classes that were below 1,800. Were you to take this graph and go further to the right, and look at history, for quite awhile UNI was consistently having entering freshmen classes in the 1,900-2,000; some years, 2,100. So having three years in the 1,700 range has not just a short-

term impact, but a long-term impact as well. But as you can see this past Fall of 2015, we reached our head above the 1,900 mark.

Kroeger: Looking specifically just at minority students, much of the growth in that time, just shy of all of that growth, has been in Iowa Residents, despite the significant increases in the number of Non-resident freshman minority who have applied and been admitted; the overall number of five and constant. This big jump right here is a significant change in the face of the entering freshman class.

Yield rates: a Yield Rate is percentage of students that are admitted that actually end up enrolling. Again, if you were to stretch this graph out far to the right, for quite a number of years, UNI's Yield Rate was in the low 50% range, even in 2012 when we had such a lower number in the entering freshmen class. Enter the year that we partnered with the firm that helped us gain a lot of applications and 100 students who eventually enrolled, but our Yield Rate fell significantly both in Non-residents and also in Iowa Residents as well. So last year, there was a very extensive and concerted effort to grow the Yield Rate back. You can generate applications, "until the cows come home," as my dad used to say---because he was a farmer. But not all applications are as strong as others. We all know that. While it's good to have a significant enough pool from which to draw, it's not always the total number of applications, but of the ones that have the highest likelihood to enroll. So, we took a number of initiatives to raise our Yield Rate 2.7%. And this is just a one-year comparison on the far right. For a medium-size comprehensive, in this day and age, especially with the level

of competition that now exists out there in the marketplace, this is pretty good. Were we an institution that had a capacity problem, a 2.7% increase Yield Rate for freshmen in one year could pose drastic problems, but fortunate for us, we have the ability to grow back to the levels that we were once at. This is not meant to “Save your questions to the very end.” If you have questions as we’re going through, feel free to ask.

Swan: As you keep going then, I really like the parts where you extend backward and remind us of some of those numbers because that really helps me a lot. Keep doing that please.

Kroeger: Thank you. So now that this is built, we’re going to keep tacking on the years onto this.

Swan: It is very interesting that before 2011, 2010 to remember all of that. There were some very bad things of course in this period so starting actually where you’re starting---I know why you’re doing it. You’re starting at a low point of very bad things. Then when you stop doing the bad things, things get better. One reason they get better, but there’s other things that we’re doing that are good that are helping us.

Kroeger: Absolutely and for the longest time, when I was mentioning going beyond 2012, where that was really the low-low year, and we were in the 1,900 to 2,000 range for entering freshmen for a number of years, we also at the same time had transfer students in the 1,000, 1,110, 1,200 volume.

So to go down to the 800's, which is where we were not too long ago, those two combined together have some serious impacts.

Swan: Yes. Yes, they do.

O'Kane: May I ask why the Yield on Non-resident minorities is really so remarkably low?

Kroeger: There are a couple of reasons. If you look nationally at students, if you attend a four-year public university, 85% of students will enroll 250 miles away or less. We're also in this time generating a lot of applications from out of state from students of color who for many of them, offers that they are receiving in financial aid and scholarships by institutions in their home state are much more competitive than what we can offer here. So, those are the difficult conversations, but sometimes they aren't that difficult for students and parents, to let them know, "If finances are that much of a concern in your selection of an institution, we may not be the best fit for you," and that's okay. Because we don't want students necessarily to come here and take out \$25,000 in debt every single year if they don't qualify for any sort of merit-based scholarships, and they don't have a financial need package, maybe they just get Pell. Even if you get one of our discounting scholarships, like the Out of State Scholars Award and Pell Grant, you still have a significant amount of funds that you need to come up with that in many cases that you're taking out loans. That's a big reason. Also, as you look at non-residents, many of those are coming from the states of Illinois, Minnesota, Wisconsin, Missouri; our border states.

Many of those states have institutions that are regional comprehensive publics, whereas we are the only one in the State of Iowa like us. There's a lot more similar institutions for them to be looking at as well. But the Iowa Resident bump in Yield Rate from one year to the next is still pretty good. This is the two-year rate change. They all still show as negative in the Yield, but I wanted to compare this to two slides ago with the two-year Yield Rate change, because we've been looking at a lot of numbers that have two years worth of comparison. So we still have work to do.

Kroeger: So that's whose enrolled, what do they look like academically? This is the mean ACT for the entering freshman class each of the last three years. It went down, ever so slightly: by one tenth of one percentage point.

O'Kane: This would be one that it would be interesting to know what it was prior to 2013. Do you have that?

Kroeger: It's pretty consistent. There was a time when we had like a 23. I want to say in the peak years, we may have been at a 23, 23.1, but it's never been much more than that. If this group would be happy, there's actually a chart that the Board of Regents has with the mean ACT for many years all on one page. I'd be happy to get that for you guys if you'd like to see that. So, this has not fluctuated all that much in recent time.

This is one of my favorite slides, not just because it's the election season. The middle 50% range on ACT Score: So you take off the top 25% and the bottom 25% and you can see how that looks. What are those scores? Well,

the lower end has come down, but so is the upper end, going up. We've effectively expanded the middle class. How many of our Presidential candidates can say that? Well, they may say that they want to do that. Our middle 50% is growing, which is a good thing, especially when you consider the diversity that's represented in the entering freshman class and how that has changed and Iowa Residents in these same two year's time, paired with the fact that the research has documented and is well known, that underrepresented and ethnic minority students tend to perform lower on standardized tests like ACT and SAT, than their majority counterparts, which is a reason why many institutions are moving to drop ACT and SAT from Admissions requirements as I'm sure you guys see that happening regularly.

Kroeger: Class Rank: You can talk about Class Rank, you can like it, you can hate it, but I loved it personally. Why? In my high school of 48 students---that's all we had at Sargent Bluff High School when I graduated in 1992, before coming here and sitting through economics with Dr. **Hakes**. Positions number 1 & 2, were locked in: They had 4.0's. Me and another student who I'm still friends with today on Facebook---she can run a marathon faster than me---but we duked it out. We were literally vying for the third spot. You still talk with high school counselors in schools where they rank: Yes, there's an element of competitiveness that goes into that. That can be both good and bad. Why is that? Class Rank can be good because it has that competition and that drive to do better, right? But it can also have that impact of students maybe not taking a challenging

curriculum their senior year in which, because they know they can take another course and get an 'A,' or somebody who chose not to take Physics their senior year of high school and missed out on the Physics Trip to Chicago, and didn't go to Chicago until he was 28 years old. That would be me. I admit it. I missed the Senior Physics Trip to Chicago.

Wohlpart: Did it work? Did you get #3?

Kroeger: It did! You know when you pass out senior pictures you write things on it? She still occasionally in our messages calls me Mr. 3.8333 because she was 3.7999. But Class Rank still has validity when it comes to looking at students. So in one year's time, from [20]14 to [20]15, because this is also the year that the class grew that much, this was the year where we had 1,722 freshmen, 1797; 1,916. Okay? So this is the year that we saw the most growth. The number in the top 10% of their class, up 12; the number in the next decile, up 31: Combine them together: The top 20%. There you go. The top 50%: Why this is important is because for those of you that have been around here for awhile, you know that for the longest time the admission requirements to the three State institutions were: top half of class, completion of core in high school. Right? Then the University of Iowa started using a formula that was called an Admission Index, that was ACT score in there as well too; so two times ACT plus your rank in high school, and then we eventually, that's what kind of led to the development of the Regent's Admission Index (RAI) that we all use. So the students that are in the top half of their class went up slightly---19. But the students that were in the lower half of their class, I'm sorry---this slide is a two-year

comparison. Notice that over there, 2013: up 19. The number that is in the lower half of their class went down 30 in two year's time.

Kroeger: We also saw a significant change in the number of students that go to "No Ranking" high schools. 205 more. Now granted, 1722, 1916 freshmen, bigger class---but still a lot more students that come from "No Ranking" high schools. And that's important because of the metric we use for admission, the Regent Admission Index (RAI), and until this year, the formulas that the three state universities used to determine admission were all different if you went to a high school that did not rank. We had our own formula. Iowa State computed a class rank based on ACT, GPA and the core classes that students had taken. And the University of Iowa essentially had a sliding scale. A sliding scale meaning if you had a 3.2 GPA and a 24 ACT from one high school, you may get admitted. That same high school you may not have been admitted with that sliding scale, because that sliding scale differed by high school. But "No Rank" has grown significantly.

Peters: Is there any reason to believe that there's any sort of systematic difference between schools that rank and don't rank in terms of the students we're getting from those schools? Do you understand what I'm asking? I guess what I'm asking is if we were to compare class rank over a long period of time, say ten years ago when virtually everybody ranked, and now, a lot of schools don't rank anymore, are those comparable numbers, or are they essentially not comparable anymore because the types of schools that don't rank, send us more students and therefore...?

Kroeger: I don't know that we've looked at that element. I don't have anything specifically that I can cite. I haven't looked at that element particularly over that course of time on the impact of class rank or even dropping it. It could be a very interesting research project for those of you that may know someone looking for one, to look at some schools specifically, meaning okay, so when did the Des Moines Public Schools drop their class rank? Oh, by the way, Des Moines high schools are now starting to put some interesting class rank things on their transcripts, to the point that it has us asking our counterparts at Iowa and Iowa State, "Hey, do you notice these new things that they're putting on transcripts? Are you using this as rank or not?" So, where they abandoned rank, I think some of this also could be coming from the new standardized formula that we're all three using for "Non Ranking" schools for their RAI, is a little more restrictive than what they've seen previously with their students. So schools are in it because they want what's best for their students. We knew going into this, and that's actually a really good segue to the next slide---We knew going into using the new alternative "No Rank" formula, we knew that we would have to Individual Review more applications, because we looked at several years worth of data on students and how they performed and what their RAI scores were, and we looked at different proposed formulas that what we came up with as an Admissions Study Team.

Terlip: Did you do any data mining to look and see if the "No Rank" schools had similar ACT scores or were those higher or lower?

Kroeger: I don't know off the top of my head. I do not know.

Terlip: Alright, thanks.

Kroeger: Again, that's another good topic that we may be able to encourage folks to do some deeper dive into. The old formula that UNI used was very heavy on Class Rank. Very heavy, and it didn't give enough weight to core, as what the published formula did. So you would tell a student, "Oh the best way for you to increase your rank and RAI score is to retake the ACT and hopefully get a better score, improve your GPA, or register for more core classes for your senior year. Well that really wasn't the case really, given our old Non-ranking formula, because it didn't give core the same weight.

Kroeger: Let's look at students who would maybe be considered the most vulnerable, but I will tell you this: The individual cases that represent these students that apply that have a less than a 245 RAI score can vary as far as the eye can see. You have students who have tried to take the ACT several times, and just can't improve their score, but yet they've taken a very strong college curriculum and they have solid grades. They may have also a really good class rank. Or what you see is there are some anomalies. You see a solid student that has one or two semesters in their high school career where they were off-track. And there's reasons why they were off-track, and that comes out in the Individual Review process. So this is the volume of students, and mind you---two different formulas for "Ranking" and "No Ranking" schools, which over the same course of time, we saw more students moving towards "No Rank." This is the volume of

applications received from students that actually had less than a 245. This is the volume---the next slide is the Offers of Admission. This is a two-year comparison. So this is only a drop of 24, but this peak right here---it's a bigger drop than that, if you look at just the one-year change. And then the number of students that enrolled that had less than a 245: slightly less. Keeping in mind though, this year's cohort of students. This was the class that was retained at an 84.7% rate.

Kroeger: This breaks down those totals by Resident---a good number of them, Iowa residents. This is the volume of students that are Non-residents that enrolled below the 245. There's the Aps and Admit volume. So the notion that we may be growing significantly in Non-resident students who don't meet standards is just not true. Let's take a deeper look into all of them that enrolled. This is the 10-point band right under the 245. Two year's time, we went up three. But again, this peak year it went down one-year's time. That next 10-point band from a 225-234, [there were] 22 fewer that have actually enrolled. Then the lowest, below a 225, almost cut it in half in two year's time.

Kroeger: Conditional Admits: These are students that we've told previously, "Students, you can come here, but in order for you to enroll at UNI, we want you to take College Success Strategies course your very first semester." This semester, Fall 2015, is the very first term that we started enforcing that rule. It was in the admission letters here, but it was never fully enforced. It started being enforced now. What led to an increase in Conditional Admits, because we did have more that enrolled this year? The

number that were actually offered admission with that condition grew from 113 to 302 in two year's time, with a big bump from [20]14-15. The number that actually enrolled more than doubled in one year. That's an awful lot. Well what happened? Earlier on we were talking about Yield Rates. Where we used to be in the low-mid 50's, for many, many years, well, our Conditional Admits fell significantly to below, recall this year's freshmen, the total freshmen pool yielded a rate at 42%. This year, they were actually below the average. Why that was, I don't know. We actually bounced off a national student clearinghouse these two years worth of our denies to see: Where are our denied students going? Where are the students we offered conditional admission to going? They're going lots of places. They're going to Iowa State, they're going to community colleges; they're going to privates. They're getting offers lots of other places. But look at all of our efforts last year to increase Yield from every freshman we offered admission to. It was a bit more successful, with 155 that enrolled that were conditional admits. That's a big jump in one year's time.

Kroeger: What do they look like? Well, Conditional Admits---there's no way of saying, "If you have this, this and this, you're a Conditional Admit." "You have this, this and this, you're NOT a Conditional Admit, you're a Regular Admit." Why is that? Because everybody that we individually review, it's a holistic review, and some students, as you'll see right here, they even had an RAI score of above 245. They may have been missing one or more of the high school core classes needed for admission, but yet their RAI was high enough. They may have had an ACT subscore in math or English or reading

that was below an 18, or they may not have. Ironically though, the admissions requirements that all three of the State institutions have that are approved by our elected officials in the Legislature, does not mention anything about sub-scores. So, we were offering students admission conditionally and [saying] you have to take Strategies Course that had an RAI score of 285 or 290. They may have had an ACT of 26 or 27, but if they had a sub-score that was in that area, they may have been held in “Conditional Land.” Individual review creates a lot of variance in the students and what they look like. Just the 155 that enrolled for Fall of 2015, just under half of them actually had an RAI score above 245 or equal. At this point in time when I put that data and information together, some of the students hadn’t submitted their final high school transcript, so their final RAI score was known. Others had self-reported information, that’s why you see that’s a blend. Everybody that had self-reported I figured it was worthwhile to put right them right here so we had an all apples-to-apples kind of comparison. Here’s how they look with their high school GPA. Mind you, this is cumulative GPA: 61% of them have a 3.0 or above.

Skaar: Just wondering, with high schools moving to standards-based grading, are you guys seeing GPA’s like non-existent, or is everybody still calculating GPA’s even with standards-based grading?

Kroeger: Right. There are schools in Iowa that have moved to competency or standards-based grading, and they’re still putting GPA’s on transcripts, and this question has come up a lot lately and we get inquiries from it and we share with our counterparts at the other Regents institutions as well

too. As long as they're still putting grades on transcripts, we're going to take them. There is no school in the State of Iowa that has gone to standards or competency-based grading and stopped putting grades on transcripts. At that point in time...

Skaar: I had a conversation with--- I teach in the COE, so I teach classroom assessment--- I had a conversation with an instructional coach at West Des Moines I think, and this tends to be a big question: Who is going to go first? Are the universities going to accept competency-based first, or are we going to say 'No' to grades first? It's like a standoff going on. I'm not sure what our take from Admissions is on competency-based, and how we would handle it to allow schools to go to that place if they wanted to, or if we're just going to wait for schools to do it, and then see what happens?

Kroeger: Typically, the schools will give the universities notification and time, similar to how when the universities implemented the RAI score and announced it, in I want to say 2007, but they said it would not be impacted--it won't be used until students that were part of the entering Fall 2009 class, so there's plenty of time there. And typically that's also the way it's gone with Rank. Usually if schools are going to drop Rank, they don't do it all of a sudden. However, that's not always the case. Cedar Falls did drop it. They're now a "No Rank" school. That was not something that we necessarily knew or planned for, but it just kind of varies. I think as soon as we see a school that does go to not putting grades on transcripts, yeah--- there will be conversations right quick. I know Diana **Gonzalez** at the Board [of Regents] Office has been meaning to get the three institutions study

team and the Admissions study team back together, and that's one of the items. There's also the need to get back together after this next year to see the impact of non-ranking RAI formula as well.

Kroeger: This is how they look with high school grade point average. Oh, you had a question, David?

Hakes: What portion of our overall students may not apply to this? Actually a phrase that was used at another university I was at--- they are coming in through the back door? That is, they provide no information at all but they have their 30 hours of community college credit above a "C" or whatever— Of over our overall 13,000 students, do we know how many here came in with providing no information whatsoever? I mean nothing---other than they've passed 30 hours of... Am I correct---'C' or better and 30 hours of community college credit?

Kroeger: Those would be transfer students. None of this information is dealing with transfers.

Hakes: I understand that, but do we know what proportion? So when I see for example I was at a university where the ACT numbers looked high, but only maybe 800 students of the freshman class came in through the front door, and 30,000 came in through the back door. And so, you'd look at this student body and go, "I see those numbers, but those numbers have nothing to do with what I'm facing; absolutely nothing." So I was just wondering if we had any feel for the overall? We're getting 1,900 in the

freshman year, and they decay at a certain rate, and we have 13,000 here, but how many people that are on this campus provided nothing at all, other than community college 'C's'?

Kroeger: So it's about a third of the entering new student class each year that are transfer students---a third of them. Now, if they have less than 24 credit hours, they have to submit, and they have to be admissible based on their high school...

Hakes: So the line is 24 credit hours? Anything above 24 credit hours and they're in?

Kroeger: Right, because 24 is full time, for two twelve credit-hour semesters.

Hakes: And that's about a third?

Kroeger: About a third of the students are transfer students, correct. Yes, and for entering freshmen, all of this data in here included international students. We don't require an ACT or SAT for international students. We only have about 30 freshmen that are included in the freshman cohort each year.

Escandell: Do you have it calculated what is the best indicator of performance as a freshman? Because it seems like my understanding is that GPA is actually a much better predictor of performance even the first two years as freshmen, than ACT scores. So if there is any flexibility in how you

calculate this conditional acceptance? Maybe it would be an interesting exercise. Again, I don't know if you have constraints on how you create these formulas, but maybe it would be better to actually use the best predictors of performance, rather than these more conventional. The ACT is actually the best predictor of family's overall wealth---nothing else. I think it's only like 2% of the grades of freshmen is explained by ACT and SAT scores. So are we flexible at all in kind of dropping some of these formulas because maybe that would give us a comparative advantage vis-à-vis the others; maybe not?

Kroeger: I don't think we as an institution would drop ACT nor would we abandon the RAI.

Escandell: I'm not saying we should. I'm just saying...

Kroeger: However, this came up in the formulation of the new RAI score or RAI formula, for 'No Ranking' schools. The best single predictor of the students that we've looked at to come up with this new formula is GPA. With the RAI score, when you factor in ACT and class rank (if it's there), and their core classes, because it's represented in that score, RAI does have a stronger predictive value of success than just GPA alone.

Escandell: You've done that for our student population?

Kroeger: Yes.

Escandell: Interesting.

Kroeger: All the data... we went back to ...Did we go back to the year the RAI started? I think we did, to 2009, because we would have had better data on graduation rates as well too. Kristen **Moser** was part of the Admissions Study Team and she helped put together all that data and information. All three of the institutions basically said the same thing: Yes, GPA is the best single predictor, but the predictive value of RAI when you combine them all together, is still a very good measure and instrument to use.

Escandell: Indices are always a bit confounding. You know what I mean? You have to be very careful with those.

Kroeger: Thank you for mentioning that. Thank you. This is a distribution of the 155 Conditional Admits that enrolled this fall and where they came from. You may think more from certain schools, less from others, but again of the 155, some of these are in our backyard: I mean Waterloo West, Waterloo East, pockets in Des Moines; but nothing too significant when you look at the whole group as being 155. This is what they look like on other attributes. Scott (**Peters**)?

Peters: I might be getting ahead of you, but the larger number of Conditional Admits from Fall [20]14-15, do we have any idea yet---obviously we won't know for sure until the fall, but idea yet about how that group is doing and their retention?

Kroeger: You're about three slides ahead of me.

Peters: Thanks.

Kroeger: This is the other profile characteristics of those students: Very heavy in female compared to male, but I believe our overall freshman pool this past year--- I don't want to give you specifics, but I think it was right around 60% of our freshman total were female: so, still higher. Non-resident: right about on par with what the overall freshman class is. Minority: Slightly more diverse. First generation: Fairly close. This is how many actually had college credit: 57% reported that they'd taken college credit as a high school student. And then these were some of their sub-scores: So out of 155, 77 had less than an 18 on the ACT and the on the composite; 101 had less than 18 in the English area, 93 had less than an 18 on the math.

Kroeger: For those that did take college credit, this is how many they had. Many of these students are coming in with a semester or two semesters almost of classes---somewhere in between. They already consider themselves college students, because they had been while still in high school. This is how those grades look. So this is 292 courses as of October 20th: Of the 89 students that reported that they had taken college classes, (We had transcripts and grades in these courses from 75 of them.) lot's of 'A's and 'B's. So not only do they think they're already college students, and college material, but they think they're 'B' students and above.

Kroeger: These were the most popular as we listed as course credit as it came through for the classes they take in high school. Somebody asked me

earlier, “Where’s the Intro to Medical Technology on here?” because that’s a really popular class that people take, but guess what? It’s not popular with the 155 students that enrolled here that were dual enrollment students in high school that came here as Conditional Admits.

Kroeger: Scott, (**Peters**) this is getting to what you wanted. This is the One Semester Retention Rate compared to previous years. Again the total cohort that was retained for one year...I’ll wait and give that because that’s year rate, not semester. It went down as we saw our overall retention rate change from these two years, but it went up almost 4% points on a cohort that’s more than double. I want to say there was, what---300 and some students on alert or probation after the fall semester. Only 32, or 33 of them were these students right here. This is how previous cohorts of Conditional Admits have persisted after two semesters and come back for the following fall and the second year. Again, this parallels the decline in overall retention that we saw with the entire cohort from 84.7 to 80 %. This is a projection. Don’t hold me to it. It’s nothing more than a projection based on what we saw from fall to spring on the previous slide, and also being very conservative with what we may change from fall to fall.

Personally, I think this will be a little bit higher, but I could be wrong. Let’s look beyond the freshman year because want them to come back their sophomore year, but we really want them to stay through their sophomore year and graduate, right? So if we look further, again that conservative estimate, how many of them will be here in the spring of their sophomore year? 93. This is showing a little bit more of a bump, about half way from

what we've seen the last couple of years for students being enrolled past three semesters; getting half way through. Multiply this out for four more years. Some of these students may have been ones that in previous years we would have just said, "No" to right away. We don't have a wait list, okay, but this past year and for Fall of 2016 as well too, we are exercising the option to tell students, "We are going to wait and see how you do your seventh semester in high school. We are going to wait and see how you do the next time you take the ACT." If they're enrolled in college classes, "We're going to wait and see how they do in those college classes that you're enrolled in right now." We may even wait until their final high school transcripts come in. So while we don't have a wait list for admission, we tell some students "We're not going to admit or deny you," and if you look before at what we did with students who were applying, we were very transactional and we were aiding the transaction, meaning we would review, and in many cases we would say, "Admit" or "Deny." Some of this has changed.

Kroeger: We implemented OnBase. Many of you might be users of that system. We are effectively paperless in the Admissions Office. People are individually reviewing files and making comments on them outside of a sort of meeting with Admissions staff members where paper files exist and people would look at them and review and you'd make a group decision. This is an enhancement, along with waiting and giving the students a chance to improve their performance, because in some of those cases, especially those ones where you see those unique circumstances where there's a semester or year that really doesn't match up, ability-wise with

what the student displayed previously, we're giving that chance in time for them to prove themselves. And I've taken up way too much of your time. Thank you for having me. Thank you Steve (**O'Kane**).

O'Kane: Thank you very much.

Wohlpart: When we did the budget presentation last time Michael **Hager** was here, you all asked several questions and so I want to answer some of those questions---and my PowerPoint does have pretty graphs in it. You had asked for the highpoint year of State appropriations, which was 2009-2015 to compare the number of faculty, staff and administrators to see how that had changed and that comparison using IPEDS data and then you'd also asked for IPEDS data comparisons of peer institutions and then had some questions about General Fund revenue and General Fund expenditure. So, I have all of that in here. We'll go through that. Ask questions please as we go through this. These are, let me just say real quickly that the 2015 data was just entered into IPEDS, so this was an earlier formulation of that data. It's not final, but I think it will be very close. I don't think it will change much but we did just put in our IPEDS information.

Wohlpart: Administration: Down from 112 to 95; Faculty, down 586 to 567; P & S up; (and I'm going to dig deeper into all these numbers in a minute) and Merit Staff down. I know for instance, in the Provost's Office, last year we had four Assistant Associate Provosts. We have two this year. Mike **Licari** said, "You need to figure out what you want to do with those two

positions.” I will probably rehire one and the other will probably go to budget cuts.

Swan: Is one of the Assistant Provosts from the Sponsored Programs Office?

Wohlpart: One was Sponsored Programs; one was International Programs. Those were the two.

Swan: And so now you’re planning to do without one of those? You don’t know which one yet?

Wohlpart: I will probably hire somebody who can be a ‘Jack of all trades’ and so all sorts of numbers crunching. Just to go into a little bit more data, this is Administration, and there was a question as to who counts as Institutional Officials? Where are the Associate Deans? They’re in Academic Administrators and we also have some P & S Personnel, somebody like Marty **Mark** who is in an administrative role. So you can see in all of those categories and cases we have lost. We’re down in the Institutional Administration.

Swan: I know you want to go on, and I want you to go on as well, but I think the reduction in administration sounds like a very good thing, and we shouldn’t keep doing it. That said, sometimes there might be a reason to add an administrator, so you’ll be able to do that somehow, too?

Wohlpart: Yes. Thanks Jesse, one of the things that you obviously want to do when you come in, in the role that I'm in is to get the landscape; to understand the landscape---to figure out where we can hire; where you can downsize. So we will need to hire another Associate Provost. It will probably have to cover lots of different areas. Kavita (**Dhanwada**) and I were sitting here talking about the fact that we worked all weekend. Literally I worked all day Saturday and all day Sunday, and I know Kavita and Nancy (**Cobb**) were on email as well, because we were emailing each other. But we need to share the wealth and the fun and the experience. The other position that has come to me as a need, a desire from faculty is to have is somebody in the Provost Office, probably an Associate Vice-President for Teacher Education, to really elevate Teacher Education on our campus. That would probably be an internal search and internal reallocation. The Associate Provost would be an external search and again, those funds are sitting there now.

Swan: I'm not sure that I agree with but, many of my colleagues who feel that this is a good idea, but I do represent them, so I would like to throw out again here, many of my colleagues are very interested in Graduate Education and think that a Graduate Dean would be a very good idea.

Wohlpart: Thank you Jesse, and I have asked the Graduate Council to really help come together and formulate a vision, a mission, for Graduate Education on our campus, so then we could make that decision about what we will do. We have off-loaded some stuff from Kavita's job (**Dhanwada**) that have gone to Undergraduate Studies, and so that has freed Kavita up

to spend more time doing Dean of Graduate Studies work. But we need to have a conversation on our campus about the role of Graduate studies and then I think that that's a perfectly legitimate thing.

Swan: Where could other cuts then come from? I know I'm the one who just said we want to add in certain areas, but I also said that I do want there to be cuts in administration.

Wohlpert: I guess what I would say is that we already have cut: A 15% loss. That's the greatest loss in here, in terms of faculty...

Swan: You wouldn't just take that back?

Wohlpert: No. You wouldn't want to jump back up to 112. Right? Even in the President's Office, we're hiring a CDO but he lost Pat **Geadelmann's** role, and hasn't replaced her. He's reassigned that to Randy **Pilkington** and other people. So that's a real position that we are down.

Swan: So Randy keeps his other position, he just has to add...?

Wohlpert: It's being shared.

Peters: That slide. On Institutional Officials, P & S: You've got what---two or three people or one or five people in another; Academic Administrators: it looks like maybe 12 or so fewer--- 11, 12--- something like that? Any chance that some of those were Lab School people?

Wohlpert: it's possible, and when we get to the...When we look at the budget for 2009-2015 and when we look at within the Colleges, you'll see a

big decrease in the College of Education, because that's where the Lab School finances were housed. Possibly yes, and I would say that would be in that academic administrator role.

Peters: It might have been the principal or the vice-principal or it might have been some other department heads or something? I don't know.

Wohlpart: Many of those people, from what I understand, were absorbed into the Faculty.

Peters: Yes.

Wohlpart: In terms of Faculty, you will see that we have a decrease in the number of Ranked Faculty, a decrease in the number of Instructors, and increase in the number of Term and Term Renewable Term. So if you go back to that first slide, when we looked at the Faculty, it was a 3% loss: 586 down to 567, but the place we have lost is in the Ranked in the Instructors and the place where we have gained positions is in the Term and Renewable term. So we have shifted much of the teaching from Ranked Faculty to...The place we have grown is in the number of Assistant Professors. Dropped a little bit in Professors and Associate Professors.

Swan: So that looks like a shift to Term?

Wohlpart: It is a shift.

Burnight: Adjunct faculty?

Wohlpart: Not included in this. These are full time. These are all full time Faculty.

Cobb: Remember that some of Instructors are tenured.

Swan: Do you know if we have tenured any Instructors since the Lab School?

Cobb: Not since, no.

Dolgener: I'm not sure I would agree.

Cobb: There might be one.

Wohlpart: I know we just tenured an Associate Professor, not an Instructor. So this is Professional & Scientific and Merit Staff. If you will notice the Professional & Scientific went up; Merit went down. Potential reasons? We did have an early retirement incentive program. Merit Staff did take a lot of those retirements; P & S not as much. We have had an increase in grant funds. I don't know what the 2009 breakdown for P & S staff through the General Fund, the Auxiliary Fund, or Grant Funds, but that's an approximation for 2015. I do know as I talk with folks around campus and Academic Affairs that they have a desire to increase the independence and responsibility of their Merit staff and that does switch them over to P & S if they have to work independently on things like budgets, then that's not what Merit Staff do, so that's one of the changes that has been made. Questions about this? I'd heard this, that P & S has grown, and this shows that's in fact the case.

Wohlpart: This is IPEDS data comparison, 2009-2015: Increase in funding for instruction; a slight decrease for academic support.

Swan: So there's been a verbal push---that is, discussion---to increase public service? And I see here that we've saved some money in that area and we're spending some more money in research. Research is very important to many people I represent. Where is that coming from? Where are we paying for that? Are we going to lose the savings that we have achieved in the public service area?

Wohlpart: I would be very careful equating what we talk about when we talk about community engagement for instance, or service on the part of faculty with these categories.

Swan: Oh. Where would that be?

Wohlpart: These categories don't align directly with the kind of language that we use when we talk about Faculty, so this is Public Service. Let me read what it is: "Activities established primarily to provide a non-instructional service, beneficial to individuals or groups external to the Institution. Examples are conferences, institutes, advisory services, reference bureaus, and similar services to particular sectors of a community." ...cooperative extension programs---so Iowa State would have a lot here. We have a lot less here.

Peters: Would something like the CSBR be in that do you think?

Wohlpert: Yes. Could be. In terms of research, “Activities specifically organized to produce research outcomes commissioned by an agency either external to the institution or separately budgeted by an organizational unit within the institution.” We don’t do much of that. Faculty do research, but that’s not captured here.

Swan: All our research isn’t there?

Wohlpert: It wouldn’t be captured in that kind of a way in IPEDS data.

Swan: So what we do is not represented in...

Wohlpert: ...These kinds of categories. I would be very careful about using these categories. In comparison to our peer group, and again, I would use a lot of caution in what we’re about to look at, for a couple of reasons. We have a new peer group. Is Truman State really an appropriate peer group; peer institution for us? So I would be cautious about that, and the other thing is that each institution categorizes the various things we’re about to look at differently. So for instance, Information Technology Services [ITS] are sometimes housed in Instruction. Sometimes they’re housed in Administration. Sometimes they’re housed in a variety of areas. Sometimes they’re split and so these are not apples-to-apples comparisons, but this was requested, so...

Swan: In these comparison groups, don’t we sometimes include aspirational---just to see if we’re doing like everybody else?

Wohlpart: We do. Sure. I just think that what we have at the University of Northern Iowa is nothing compared to what Truman State has, or we will ever have. We are a very different kind of institution.

Swan: But then on the low end, is that Minnesota-Duluth? Don't we also want people on the low end, to say that's not where we want to go?

Wohlpart: We would generally want to be some place in the middle.

Swan: ...More in the middle?

Wohlpart: Remember that all of these are comparisons, so where we sit with Academic Support, and again, some of these institutions here could have Information Technology included in Academic Support. We don't. Or we could. So when you put those two together—Instruction and Academic Support, this is what it looks like. Again, we're roughly in the middle. If you look at Institutional Support, again I would be careful because IT is included in this category for some institutions, but not for others.

Swan: I see.

Wohlpart: So you just have to be careful making the comparison about where things are included. You all had asked for it, and I wanted to share it. It doesn't help that much.

Swan: You're explaining to us too, along the way the cautions, which is good.

Wohlpart: Students Services: We're at the low end. Again at many institutions, Student Services includes all your tutoring, your Academic Learning Center—and all those kinds of things are housed in Student Services. That would sort of bump this up. We just moved Enrollment Management out of Student Services, so it's going to go down even more. So, it just depends on what's included in these different areas. We do have a pretty slim Student Services shop here at UNI compared to many institutions. We don't put as much funding there as many institutions. So again, I'd be careful about comparisons with IPEDs data there.

Swan: So Enrollment Management is allowed to be in Student Services with IPEDS?

Wohlpart: That's where it has been for us.

Swan: So you'd think that the big, high one on the right that they have Enrollment Management...?

Wohlpart: They can have all sorts of things. They could have all of their advising, they could have all of their tutoring. You'd have to go do that detailed look. This is 2009 to fiscal year 2016, the current year, the General Fund revenue. I'm going to show you two slides that are the same, except that they put a different category at the bottom so that you can kind of track them. This one has State Appropriation at the bottom, so you can look and see that our State Appropriation has dropped. It's climbing back to

what it was close to what it was in 2009. You can see the dip then in the overall appropriation and how it has moved back up.

Swan: Chair **O’Kane**, do you mind if I dim the lights?

O’Kane: No, please.

Swan: That’s much better.

Peters: Can I just say one thing that’s a comparison? While all three schools in the State have had their State Appropriations cut, this slide really highlights the affect on us, because if you actually look at the size of the overall General Fund of UI and ISU, their General Funds took a hit in 2009 when State Appropriations got cut, but they found other revenue. They admitted more out-of-state students. They got more grants, and so after that dip in 2009, the overall size of their General Fund goes right back to the slope it was in 2009 and it has continued to grow. Whereas as you can see there, we are just back to where we were in 2009. I think it really highlights the differential impact.

Wohlpart: This is the same number. The top number won’t change, but it’s tuition is at the bottom, so how much is generated from tuition---that’s the blue bar at the bottom. 2012-2013 is when we had our largest class, it was about 13,100 students, and then we had the big drop down to 12,000 students, which is going up now, so we’ve lost 1,000 students in that time. But you can also see that our tuition went from \$5500 in 2009 up to about \$6648 in 2013, and then it has stayed the same. That decline in revenue,

even though we had lost students, continued. So, same slide just a different focus.

Swan: So in tuition, that includes scholarships et cetera that would come from the Foundation?

Wohlpart: That's correct. So here's our Total Revenue and our Enrollment--total budgeted funding and enrollment.

Swan: Okay so I 'm trying to interpret this. This looks bad to me. Tell me why.

Wohlpart: So our total funding in fiscal year 2009 was about \$166-\$167 million, and our enrollment was about 13,000. Enrollment climbed to 13,100 in 2012 and then it dropped 1,000 students. Our total funding has gone up however to about \$175 million, and it's gone up because the tuition went up. We did see an increase in State Appropriations. If we had maintained our students, if we had gone from 13,100 to 13,500, obviously that blue bar at the bottom would have gotten much bigger.

Swan: So on the next slide, the red line would be higher?

Wohlpart: Right. It would have continued to go up.

Swan: We would have matched then more?

Wohlpart: ...and we would have had more funding. That's why doing Matt's presentation first was excellent because we really need to work on bringing our enrollment back. This is essential to us and we also need to shift

strategy and get more out-of state students. Now let me move into Academic Affairs and this compares budget within Academic Affairs. This is not the overall University budget, this is the Academic Affairs budget in the different Colleges and within Academic Affairs which includes a whole bunch of things: Library, International Programs, Honors, ITS, RSP---so all of those different areas are included in Academic Affairs as well as each of the Colleges. You'll notice from 2009, Scott (**Peters**) you asked this question about the closing of the Lab School: That was a \$4 million budget line in 2009. About half of that was lost when the Lab School was closed. The rest of it was absorbed so it's not a \$4 million loss at that time. It was about a \$2 million loss in time. But you will see the increase in the expenditures. This is the end of year expenditures---actual expenditures at the end of the year.

Swan: What's in Academic Affairs that's not in everything else? Everything seems like it's Academic Affairs to me.

Wohlpart: Sorry. Academic Affairs includes Focus, The Center for Excellence in Teaching and Learning, Advising, Academic Learning Center, Center for Educational Transformation, Undergraduate Studies, Honors, ITS, Library and...

Swan: ...and the Library that's the big one.

Wohlpart: And ITS. Those are the two big shops with big budgets.

Swan: And the ITS is for the whole University? ITS in College of Education isn't in the College of Education?

Wohlpert: Up until now, the funding lines was in the Colleges, but now it has been moved into ITS.

Swan: ITS, which is all in Academic Affairs?

Wohlpert: All in Academic Affairs. Centrally.

Swan: Could that account for why it's gone up?

Wohlpert: That would be part of it. All of them have gone up, with the exception of the College of Education, and that's because of the closing of the Lab School. Again, these are General Fund expenditures. This breaks it down by salaries and the salaries include all salaries: Faculty, Staff, Student Workers, Graduate Assistants---so you can see that most of the funding that we have in all the Colleges is in fact tied up in salaries. We pay people. There is very little that is S & S---discretionary, that we get to determine how to spend. In Academic Affairs, there is a large chunk of S & S, Supplies and Services. Most of that is in the Library and the other is in all the software and everything that ITS does.

Swan: So Enrollment Management is moved over to Academic Affairs?

Wohlpert: As of this month.

Swan: And that's going to increase also?

Wohlpert: It will as of this month, budget-wise. And then again, this does it differently in a pie chart to look at what is incorporated in salaries versus S & S. If you look at all of Academic Affairs, it's about ninety and a half

percent in the money that we pay to people to individuals to do work. If you focus on the Colleges, it's 95%. 95% of the funding is tied up in what we pay faculty, staff, student workers, graduate assistants to do. There is really very little discretionary funding; funding that you get to decide to do a variety of things with. Questions about any of these? That was the last slide.

O'Kane: Good. Thank you very much. That was very informative. I'll be sure that get's attached to the minutes.

Wohlpart: Yes, if you would turn it into a pdf.

O'Kane: Yes. Will do.

Swan: Discretionary funding, that last line, that last thing would be research funding?

Wohlpart: It would be for travel. It would be for supplies. It would be for equipment; it would be for fixing lab equipment that breaks down.

Swan: A lot of that's very expensive we know.

Wohlpart: It is. So if we went back to that slide, CHAS has a little bit more than the other colleges have.

Swan: And I think CHAS needs more.

Wohlpart: So one of things if you all remember the presentation at the end, Michael (**Hager**) showed that we have about a \$7.2 million deficit. That

included an increase in S & S funds. So we're not going to get the \$7.2 million. The first thing we'll eliminate is the S & S funds. This hasn't gone up in 10 years probably, the amount of money that we can provide for equipment, travel. It just hasn't gone up. That's the first thing that we will cut.

Dolgener: I'm a little bit confused when you talk about travel support because I've gotten two different interpretations: One is that by contract, that you have contract, there's a certain amount of travel funding that has to be spent on travel.

Wohlpert: Correct.

Dolgener: Is that correct?

Wohlpert: That's correct and we spend way more than is contracted every year, probably twice as much, three times as much as is contracted, but that doesn't mean it's sufficient in my opinion.

Dolgener: By contract, does that funnel down to the faculty specifically?

Wohlpert : What does the contract say specifically about that? Is it an overall amount?

Cobb: It's an overall amount. It doesn't say. We could probably get more information on that.

Dolgener: That's probably the bigger issue.

Wohlpart: One of the things I've looked at very closely is the amount of S & S in each department and we're trying to make that equivalent across the University so that there is equal access to travel. Some of the colleges have held that centrally as opposed to putting that out in the departments. We're just trying to do that in ways that are more consistent across the University. Other questions?

O'Kane: If there are no other questions, can I have a motion to adjourn?
So moved by Senator **Hakes**. Seconded by Senator **Dolgener**. All in Favor?
So moved.

Submitted by,
Kathy Sundstedt
Administrative Assistant/Transcriptionist
UNI Faculty Senate

Follows are TWO addenda:

Addendum 1: Three Year Comparison of UNI Freshmen: Applicants, Admits, Enrolls and Conditional Admits, Fall Semesters 2015, 2014, 2013, by Associate Vice President of Enrollment Management Matt **Kroeger**

Addendum 2: Update to Senate Budget Report, by Provost Jim **Wohlpart**.

3 Year comparison of UNI Freshmen: Applicants, Admits, Enrolls & Conditional Admits

**Fall semesters;
2015, 2014 and 2013**

Freshmen Applications

	Fall 2015	Fall 2014	Fall 2013	2015 vs. 2013
Iowa residents	3847	3937	3130	+ 717, 22.9%
Non-residents	1546	1625	1001	+545, 54.4%

TOTAL	5393	5562	4131	+1262, 30.5%
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Freshmen Applications - MINORITY

	Fall 2015	Fall 2014	Fall 2013	2015 vs. 2013
Iowa residents	491	535	362	+ 129, 35.6%
Non-residents	720	756	392	+328, 83.7%

TOTAL	1211	1291	754	+457, 60.6%
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Freshmen Admits

	Fall 2015	Fall 2014	Fall 2013	2015 vs. 2013
Iowa residents	3362	3302	2772	+ 590, 21.3%
Non-residents	927	976	658	+269, 40.9%

TOTAL	4289	4278	3430	+859, 25%
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Freshmen Admits - MINORITY

	Fall 2015	Fall 2014	Fall 2013	2015 vs. 2013
Iowa residents	348	344	246	+ 102, 41.5%
Non-residents	370	354	180	+190, 105%

TOTAL	718	698	426	+292, 68.5%
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Freshmen Enrolls

	Fall 2015	Fall 2014	Fall 2013	2015 vs. 2013
Iowa residents	1751	1651	1568	+183, 11.7%
Non-residents	165	146	154	+11, 7.1%

TOTAL	1916	1797	1722	+194, 11.3%
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Freshmen Enrolls - MINORITY

	Fall 2015	Fall 2014	Fall 2013	2015 vs. 2013
Iowa residents	158	153	115	+43, 37.4%
Non-residents	36	36	31	+5, 16.1%

TOTAL	194	189	146	+48, 32.9%
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Freshmen – Yield Rates

1 year change

	Fall 2015	Fall 2014	Fall 2013	2015 vs. <u>2014</u>
Iowa residents	52.1%	50%	56.6%	+ 2.1%
Non-residents	17.8%	15%	23.4%	+ 2.8%

TOTAL	44.7%	42%	50.2%	+ 2.7%
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Freshmen MINORITY – Yield Rates

1 year change

	Fall 2015	Fall 2014	Fall 2013	2015 vs. <u>2014</u>
Iowa residents	45.4%	44.5%	46.7%	+ 0.9 %
Non-residents	9.7%	10.2%	17.2%	- 0.5 %

TOTAL	27%	27.1%	34.3%	- 0.1 %
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Freshmen MINORITY – Yield Rates

2 year change

	Fall 2015	Fall 2014	Fall 2013	2015 vs. <u>2013</u>
Iowa residents	45.4%	44.5%	46.7%	- 1.3 %
Non-residents	9.7%	10.2%	17.2%	- 7.5 %

TOTAL	27%	27.1%	34.3%	- 7.3 %
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Academic Profile = ACT mean ENROLLS

	Fall 2015	Fall 2014	Fall 2013	2015 vs. 2014
ACT	22.7	22.8	22.8	- 0.1

Academic Profile = middle 50% range

ENROLLS

	Fall 2015	Fall 2014	Fall 2013
ACT	20.33-25.71	20.64-25.67	20.98-25.59

Academic Profile – Class Rank

ENROLLS

	Fall 2015	Fall 2014	Fall 2013	2015 vs. <u>2014</u>
Top 10%	260 18.04%	248 17.03%	263 18.11%	+ 12
Top 11-20%	306 21.24%	275 18.89%	277 19.08%	+ 31

Top 20%	566 39.28%	523 35.92%	540 37.19%	+43 +3.36 %
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Academic Profile – Class Rank

ENROLLS

	Fall 2015	Fall 2014	Fall 2013	2015 vs. <u>2013</u>
Top 50%	1207 83.76%	1211 3.17%	1188 81.82%	+19 +1.94%
Lower 50%	234 16.24%	245 16.83%	264 18.18%	-30 -1.94%

No Rank	475 24.79%	341 18.97%	270 15.68%	+205 +9.11%
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Academic Profile – RAI

2 formulas:

1) “Primary” (class rank)

2) “Alternative” (no-rank)

New formula

effective with Fall 2016 applicants

Old formula

Caution in comparison

Freshmen – RAI <245

	Fall 2015	Fall 2014	Fall 2013	2015 vs. <u>2013</u>
Apps	965	1,095	814	+ 151
Admits	528	594	552	- 24

Enroll	259	262	328	- 69
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Freshmen RESIDENTS – RAI <245

	Fall 2015	Fall 2014	Fall 2013	2015 vs. <u>2013</u>
Apps	662	775	623	- 39
Admits	421	461	455	- 34

Enroll	244	238	301	- 57
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Freshmen NON-RESIDENTS – RAI <245

	Fall 2015	Fall 2014	Fall 2013	2015 vs. <u>2013</u>
Apps	303	320	191	+ 112
Admits	107	133	97	+ 10

Enroll	15	24	27	- 12
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Freshmen – RAI <245

	Fall 2015	Fall 2014	Fall 2013	2015 vs. <u>2013</u>
Apps	965	1,095	814	+ 151
Admits	528	594	552	- 24

Enroll	259	262	328	- 69
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Freshmen – RAI <245

ENROLLS

	Fall 2015	Fall 2014	Fall 2013	2015 vs. <u>2013</u>
235 - 244	116	122	113	+ 3
225 - 234	83	95	105	- 22

< 225	60	45	110	- 50
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Freshmen – Conditional Admits & Enrolls

Freshmen – Conditional Admits & Enrolls

	Fall 2015	Fall 2014	Fall 2013	2015 vs. <u>2014</u>
Admits	302	180	113	+ 122
Enrolls	155	71	61	+ 84

YIELD	51.32%	39.44%	53.98%	+ 11.88%
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Profile: Fall 2015 Conditional Enrolls

RAI ≥ 245 = 65 (final)
 7 (self-reported)
 = 72 of 155 or 46.45%

RAI 245+ = 75
 244-240 = 9
 239-230 = 33
 ≤ 229 = 31
 (self-reported)

Profile: Fall 2015 Conditional Enrolls

HS GPA

≥ 3.5	= 20	12.9 %
3.49 – 3.0	= 75	48.39 %
2.99 – 2.5	= 53	34.19 %
2.49 – 2.19	<u>= 7</u>	4.52 %
	155	

Profile: Fall 2015 Conditional Enrolls

W'loo West (6)

Davenport Central (4)

Davenport West (3)

W'loo East (3)

Muscatine (3)

Prairie (3)

Roosevelt (3)

Valley (3)

Profile: Fall 2015 Conditional Enrolls

First generation = 48 (31%)

Minority = 34 (22%)

Non-resident = 15 (9.7%)

Male = 51 (33%); Female = 104 (67%)

Profile: Fall 2015 Conditional Enrolls

Type:

89 (57.4%) freshmen with college credit

66 (42.9%) new freshmen

155

ACT:

COMP <18 = 77

English <18 = 101

Math <18 = 93

Profile: Fall 2015 Conditional Enrolls

Transfer Credits:

1-5 = 13

6-9 = 18

10-14 = 10

15-19.5 = 15

20-25 = 14

26-40 = 2

no final transcript at time of analysis = 17

Profile: Fall 2015 Conditional Enrolls

Transfer Credits – Grades*

A = 62

C- = 5

A- = 29

CR = 35

B+ = 20

D+ = 3

B = 72

D = 7

B- = 12

D- = 1

C+ = 12

F = 2

C = 31

*based on 292 courses for 75 of 89 students; 10/20/15

Profile: Fall 2015 Conditional Enrolls

Transfer Credits: UNI Course credit

<u>UNI Course credit (most popular)*</u>	
Career Tech Transfer Credit	33
English Language & Lit Course	30
Oral Communication	23
Intro To Psychology	21
College Writing & Research	18
Intro To Sociology	14

Freshmen Conditionals

1 semester retention

	Fall 2015	Fall 2014	Fall 2013	2015 vs. <u>2014</u>
Enrolled (Fall)	155	71	61	84
Enrolled (next Spring)	139	61	55	78

1 sem. Retention Rate	89.7%	85.9%	90.2%	+ 3.8%
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Freshmen Conditionals

2 semester retention

	Fall 2015	Fall 2014	Fall 2013	2014 vs. <u>2013</u>
Enrolled (Fall)	155	71	61	+ 10
Enrolled (next Fall)		49	44	+ 5

1 yr. Retention Rate		69%	72.1%	- 3.1%
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Freshmen Conditionals

2 semester retention - PROJECTION

	Fall 2015	Fall 2014	Fall 2013	2014 vs. <u>2013</u>
Enrolled (Fall)	155	71	61	+ 10
Enrolled (next Fall)	109	49	44	+ 5

1 yr. Retention Rate	70.3%	69%	72.1%	- 3.1%
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Freshmen Conditionals

3 semester retention

	Fall 2015	Fall 2014	Fall 2013	
Enrolled (Fall)	155	71	61	+10
Enrolled (next Fall)		49	44	+5
Enrolled (next Spring)		40	40	0
1.5 yr. Retention Rate		56.3%	65.6%	- 9.3%

Freshmen Conditionals

3 semester retention - PROJECTION

	Fall 2015	Fall 2014	Fall 2013	
Enrolled (Fall)	155	71	61	
Enrolled (next Fall)	109	49	44	
Enrolled (next Spring)	93	40	40	0
1.5 yr. Retention Rate	60%	56.3%	65.6%	- 9.3%

Changes in Evaluation Procedures

1) Implementation of OnBase imaging system

- no more paper files, better notes

2) Used “Wait for ___” option more

- 7TH semester transcript
- final HS transcript
- new test scores

THE END

**COMMENTS/QUESTIONS/
DISCUSSION**

2015-2016 Academic Year Budget Presentation

**Faculty Senate Meeting
March 28, 2016**

**Jim Wohlpert
Provost and Executive Vice President for Academic Affairs**

Comparison of Administration, Faculty, and Staff

Administration

- Fall 2009 – 112
- Fall 2015 – 95
- 15.2% loss

Faculty

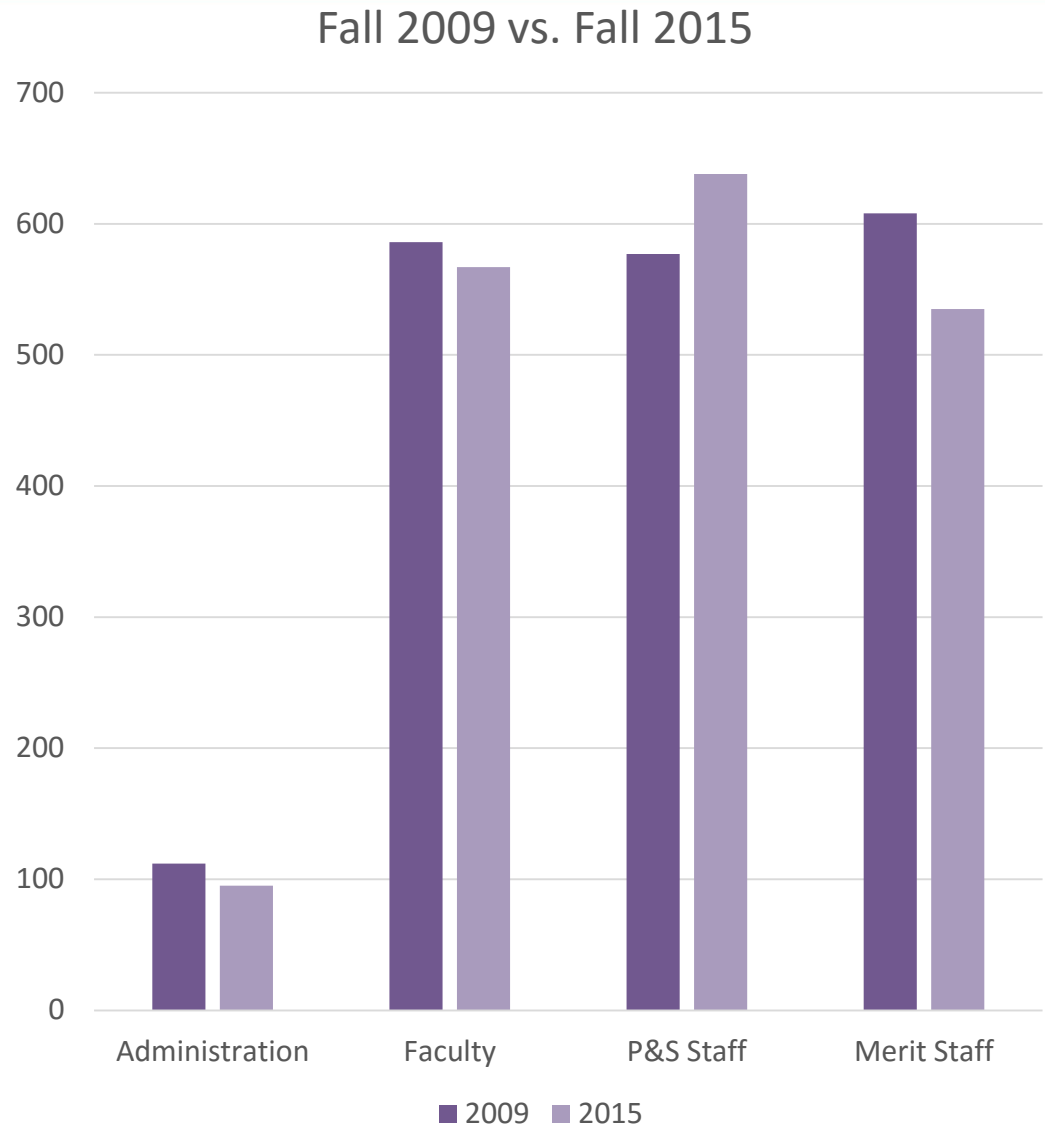
- Fall 2009 – 586
- Fall 2015 – 567
- 3.2% loss

P&S Personnel

- Fall 2009 – 577
- Fall 2015 – 638
- 10.6% Gain

Merit Staff

- Fall 2009 – 608
- Fall 2015 – 535
- 12.0% loss



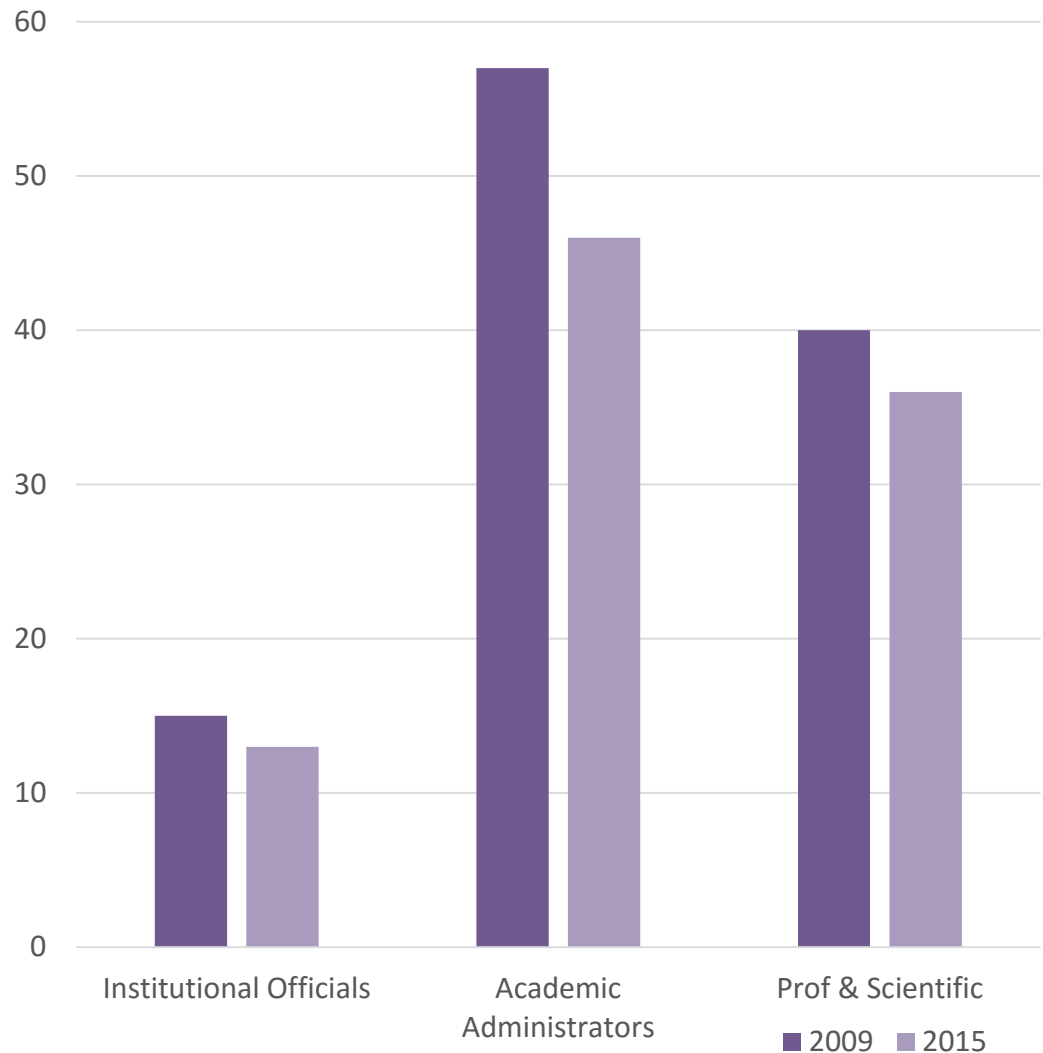
Fall 2009 vs. Fall 2015

Administration

Institutional Officials include the President, Vice-Presidents, Deans, and the annually, Board-appointed Secretary and Treasurer.

Academic Administrators include the academic department heads, Associate Provosts, Associate Deans, plus selected directors of academic programs.

P&S personnel assist in the formulation and administration of institutional policies and aid in the execution of academic, student and administrative services as required with University operations. P&S personnel direct a wide range of activities within functional departments and render general assistance with planning, scheduling, and coordination of programs offered by the University.



Fall 2009 vs. Fall 2015

Faculty

Ranked Faculty

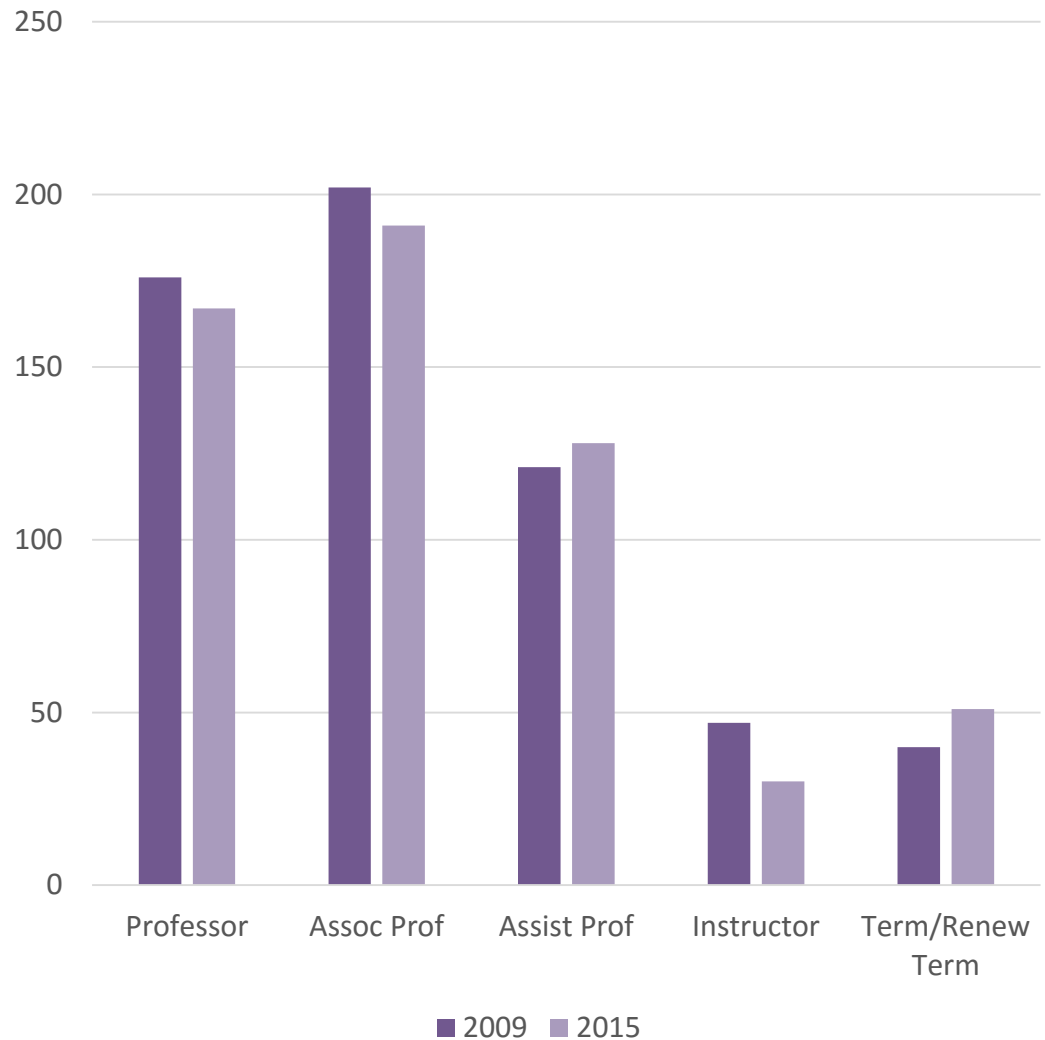
- Fall 2009 – 499
- Fall 2015 – 486

Instructors

- Fall 2009 – 47
- Fall 2015 – 30

Term/Renewable Term

- Fall 2009 – 40
- Fall 2015 – 51



Fall 2009 vs. Fall 2015

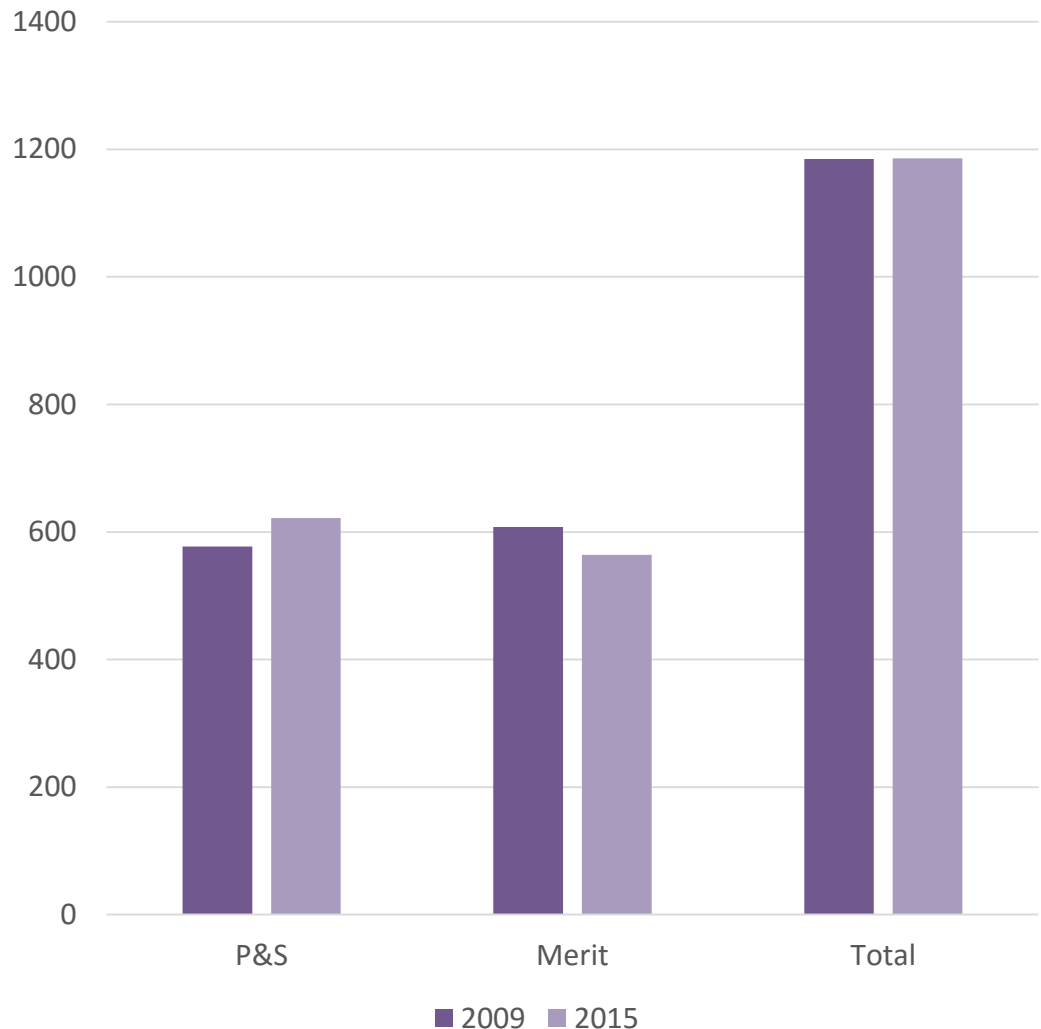
Professional & Scientific and Merit Staff

Fall 2015 Professional & Scientific

- Approximate Breakdown
- General Fund = 373
- Auxiliary Fund = 210
- Grant Funds = 54

Potential Reasons for Increase

- ERIP (62 Merit; 25 P&S)
- Increase in Grant Funds
- Increase in Auxiliary Funded positions



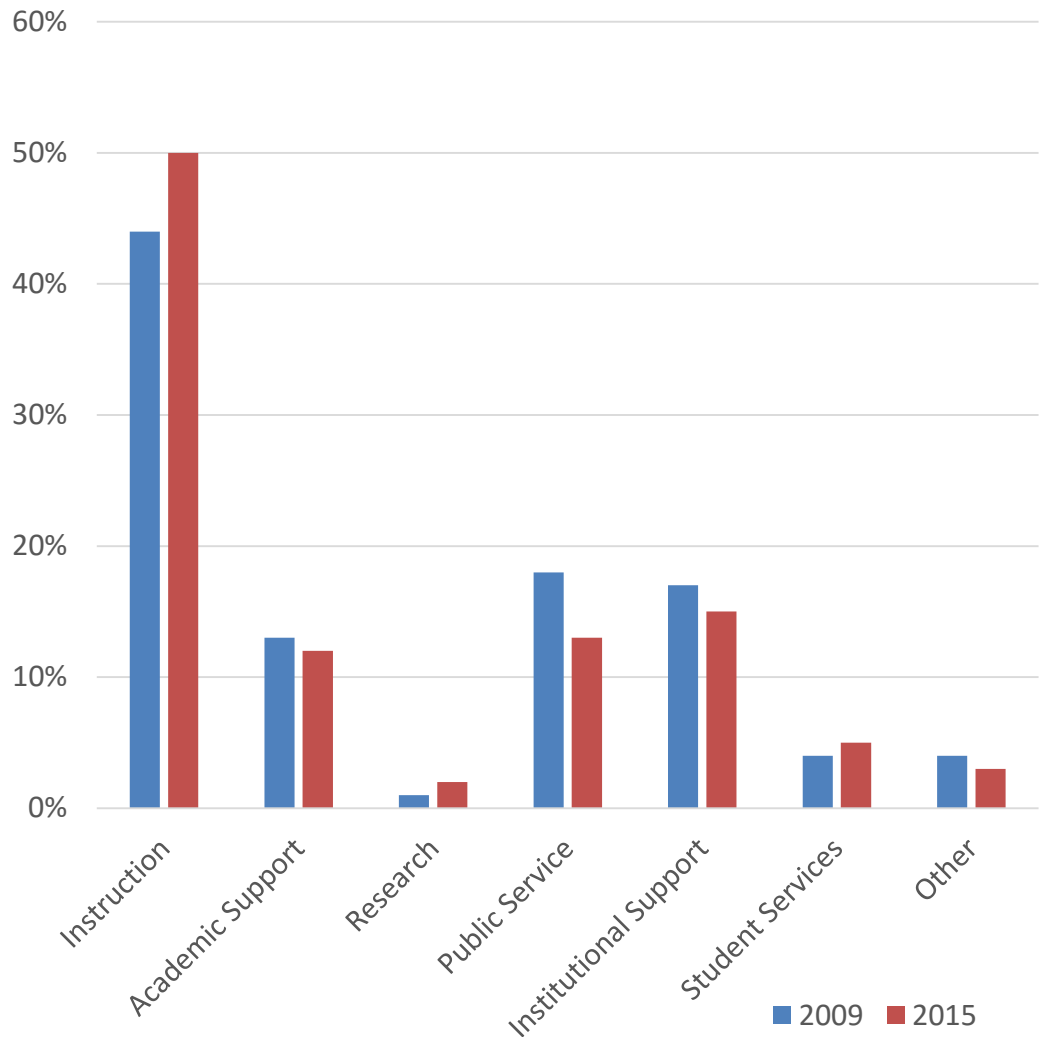
FY 2009 vs. FY 2014

IPEDS Data - UNI

Instruction - A functional expense category that includes expenses of the colleges, schools, departments, and other instructional divisions of the institution and expenses for departmental research and public service that are not separately budgeted.

Academic Support - A functional expense category that includes expenses of activities and services that support the institution's primary missions of instruction, research, and public service.

Institutional Support - A functional expense category that includes expenses for the day-to-day operational support of the institution. Includes expenses for general administrative services, central executive-level activities concerned with management and long range planning, legal and fiscal operations, space management, employee personnel and records, logistical services such as purchasing and printing, and public relations and development.



FY 2014 IPEDS Data

Percent Allocated to Instruction

UMinn- D = University of Minnesota, Duluth

MU = Marshall University

UMass – D = University of Massachusetts, Dartmouth

UNI = University of Northern Iowa

FSU = Ferris State University

CoC = College of Charleston

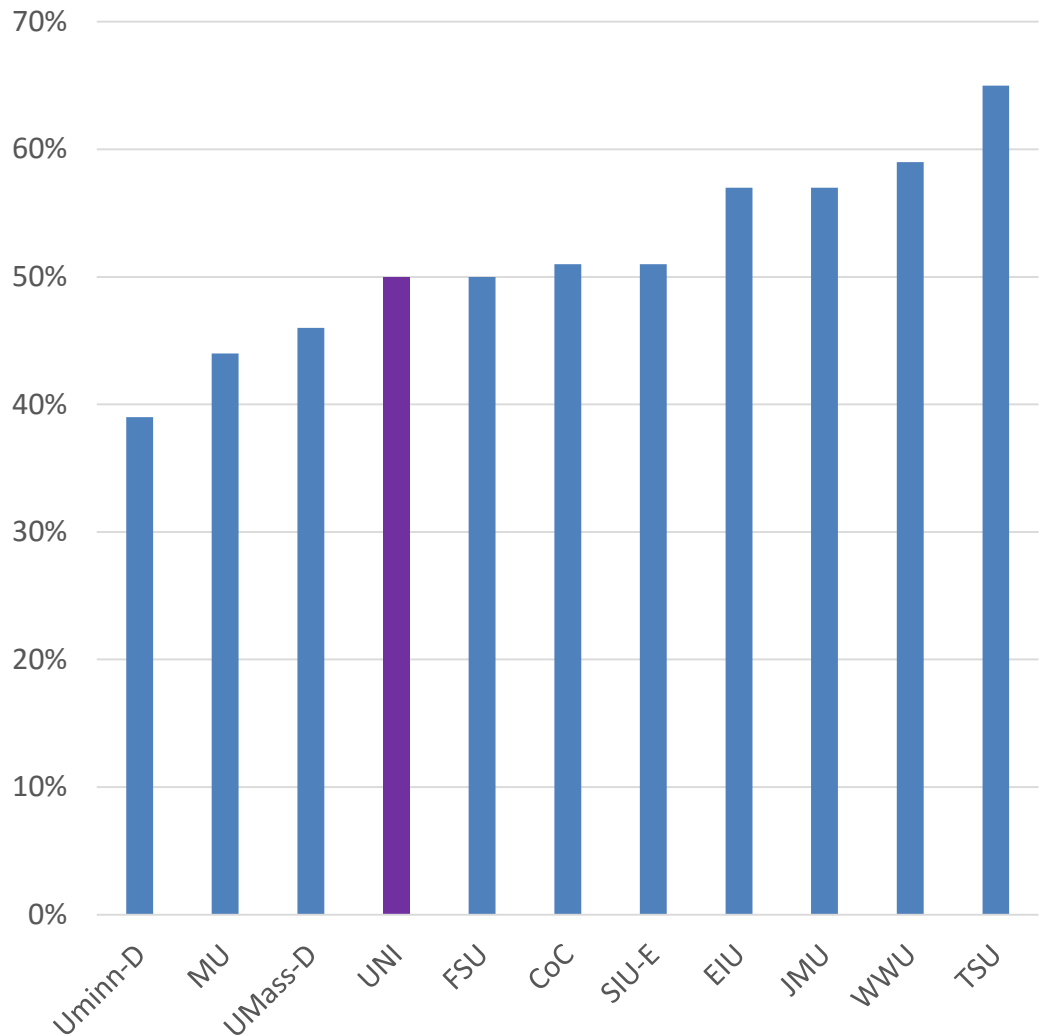
SIU – E = Southern Illinois University, Edwardsville

EIU = Eastern Illinois University

JMU = James Madison University

WWU = Western Washington University

TSU = Truman State University



FY 2014 IPEDS Data

Percent Allocated to Academic Support

UMinn- D = University of Minnesota,
Duluth

MU = Marshall University

UMass – D = University of
Massachusetts, Dartmouth

UNI = University of Northern Iowa

FSU = Ferris State University

CoC = College of Charleston

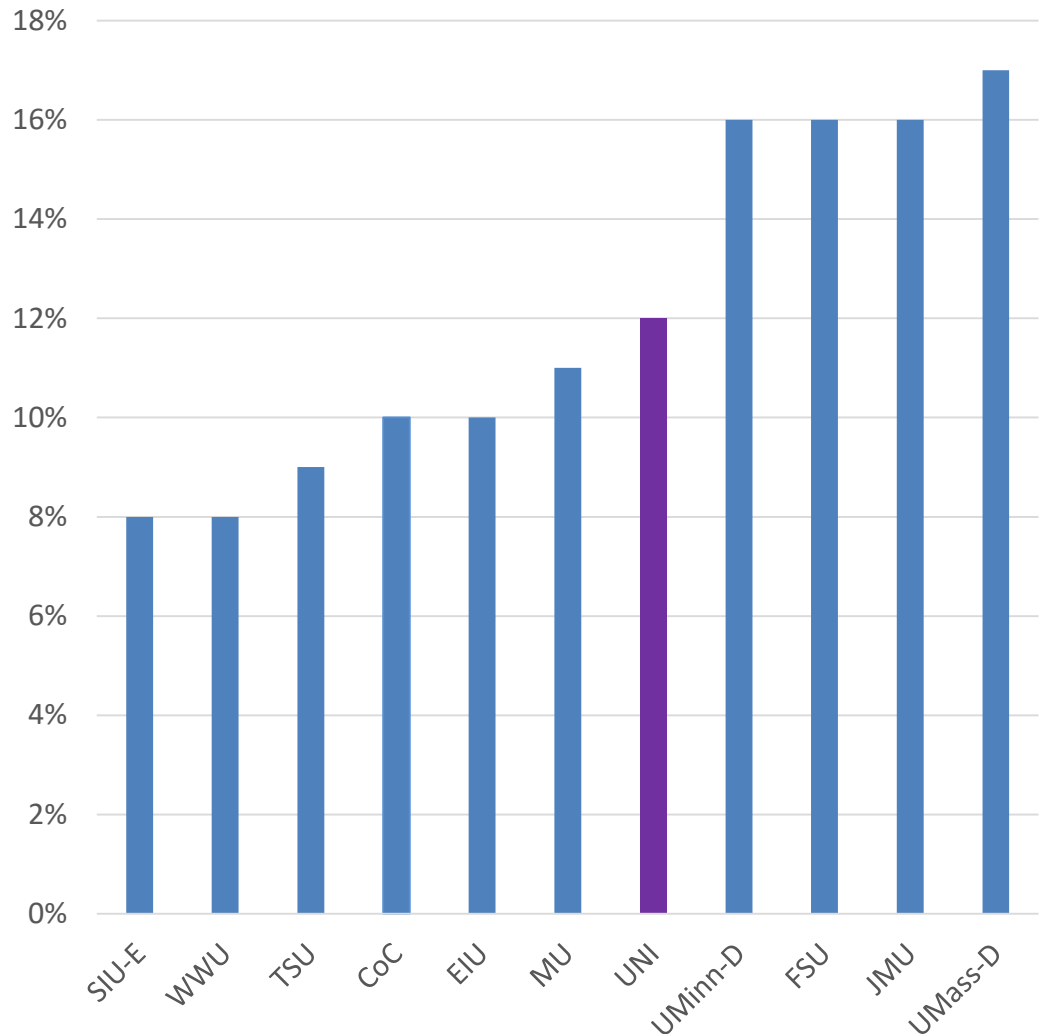
SIU – E = Southern Illinois University,
Edwardsville

EIU = Eastern Illinois University

JMU = James Madison University

WWU = Western Washington
University

TSU = Truman State University



Percent Allocated to Instruction & Academic Support

UMinn- D = University of Minnesota,
Duluth

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UMass – D = University of
Massachusetts, Dartmouth

UNI = University of Northern Iowa

FSU = Ferris State University

CoC = College of Charleston

SIU – E = Southern Illinois University,
Edwardsville

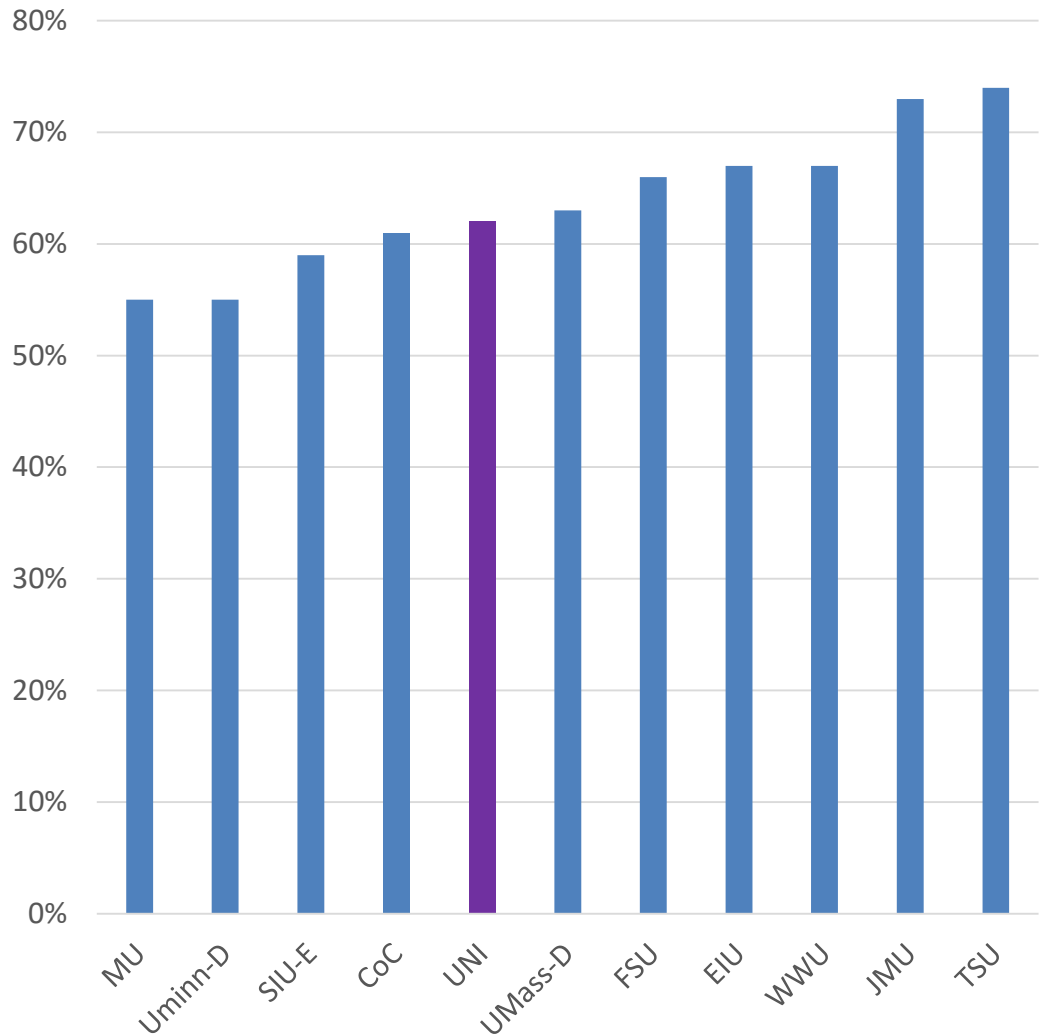
EIU = Eastern Illinois University

JMU = James Madison University

WWU = Western Washington
University

TSU = Truman State University

FY 2014 IPEDS Data



FY 2014 IPEDS Data

Percent Allocated to Institutional Support

UMinn- D = University of Minnesota, Duluth

MU = Marshall University

UMass – D = University of Massachusetts, Dartmouth

UNI = University of Northern Iowa

FSU = Ferris State University

CoC = College of Charleston

SIU – E = Southern Illinois University, Edwardsville

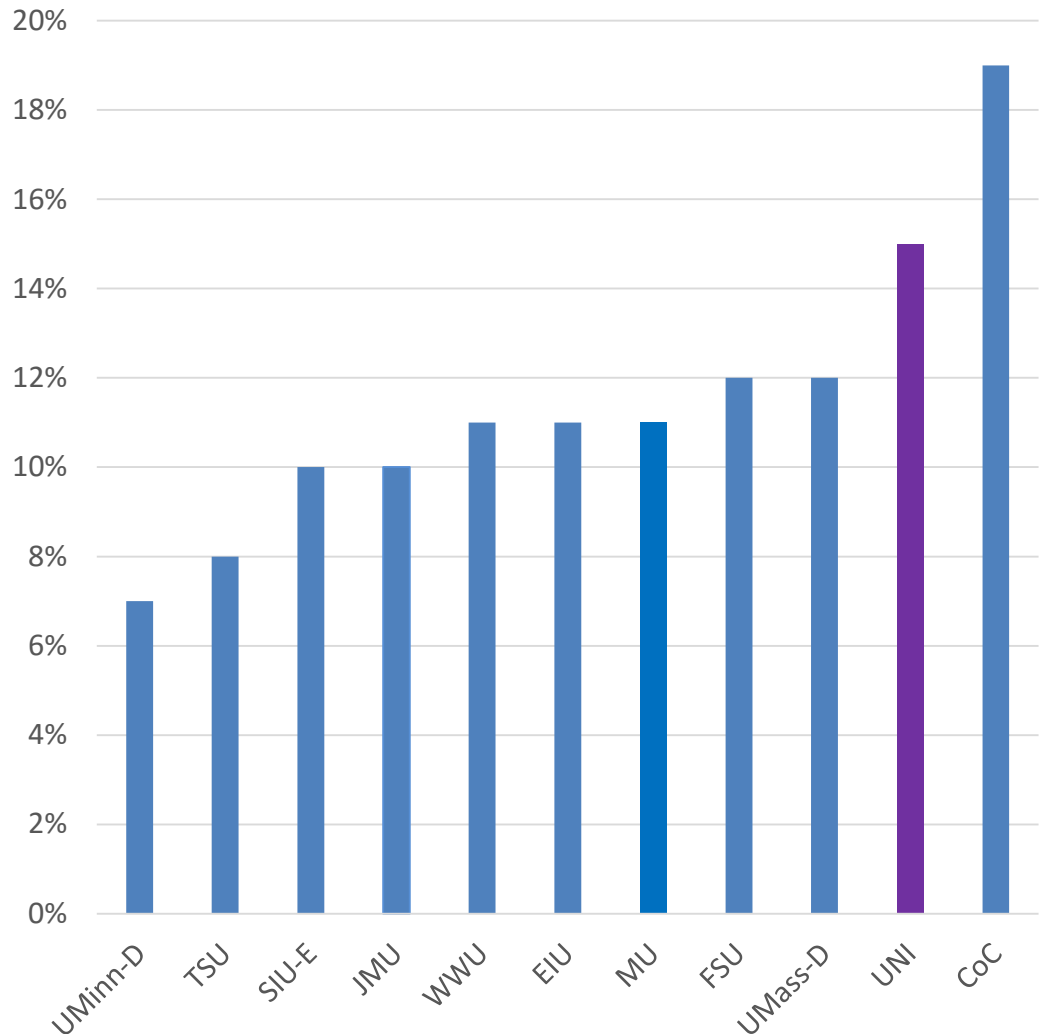
EIU = Eastern Illinois University

JMU = James Madison University

WWU = Western Washington University

TSU = Truman State University

NOTE: This category includes IT for some institutions, like UNI, but not for others.



FY 2014 IPEDS Data

Percent Allocated to Research

UMinn- D = University of Minnesota, Duluth

MU = Marshall University

UMass – D = University of Massachusetts, Dartmouth

UNI = University of Northern Iowa

FSU = Ferris State University

CoC = College of Charleston

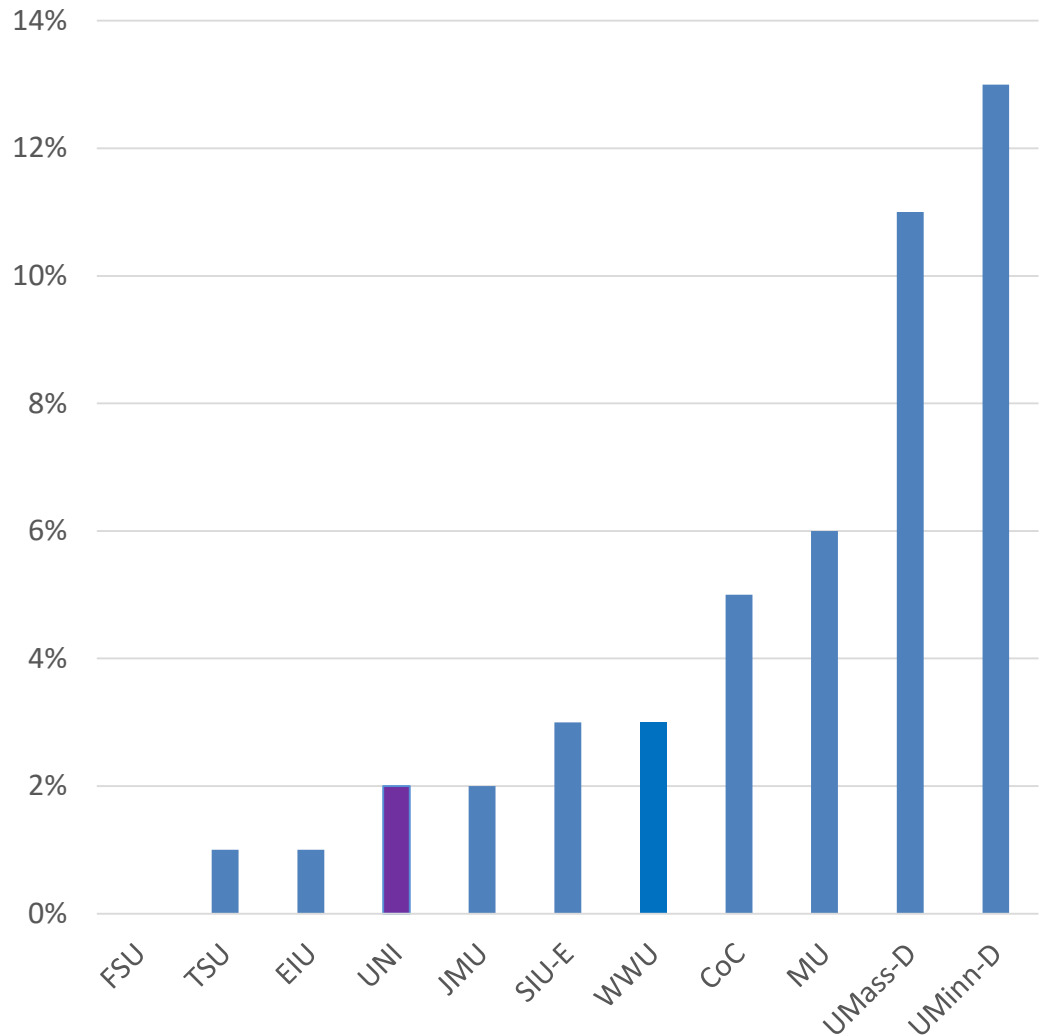
SIU – E = Southern Illinois University, Edwardsville

EIU = Eastern Illinois University

JMU = James Madison University

WWU = Western Washington University

TSU = Truman State University



FY 2014 IPEDS Data

Percent Allocated to Student Services

UMinn- D = University of Minnesota, Duluth

MU = Marshall University

UMass – D = University of Massachusetts, Dartmouth

UNI = University of Northern Iowa

FSU = Ferris State University

CoC = College of Charleston

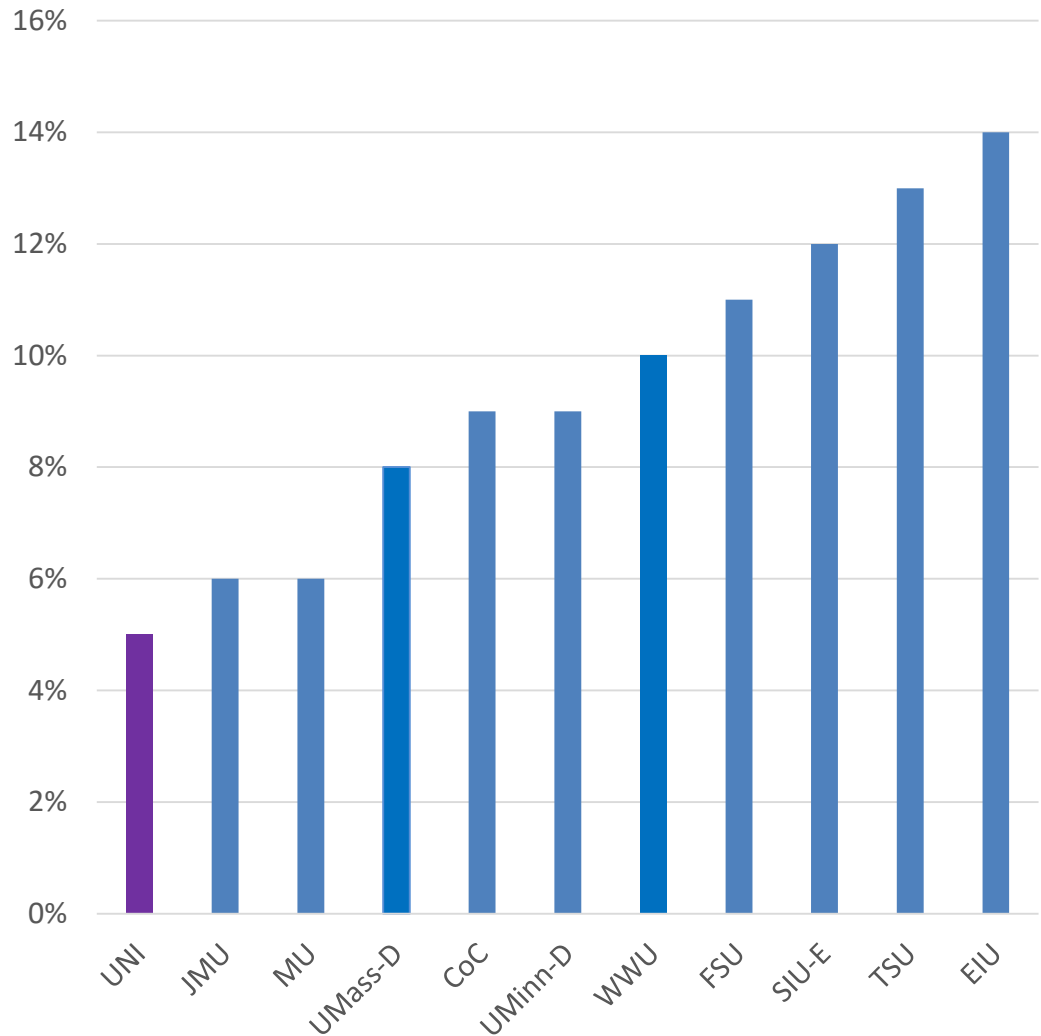
SIU – E = Southern Illinois University, Edwardsville

EIU = Eastern Illinois University

JMU = James Madison University

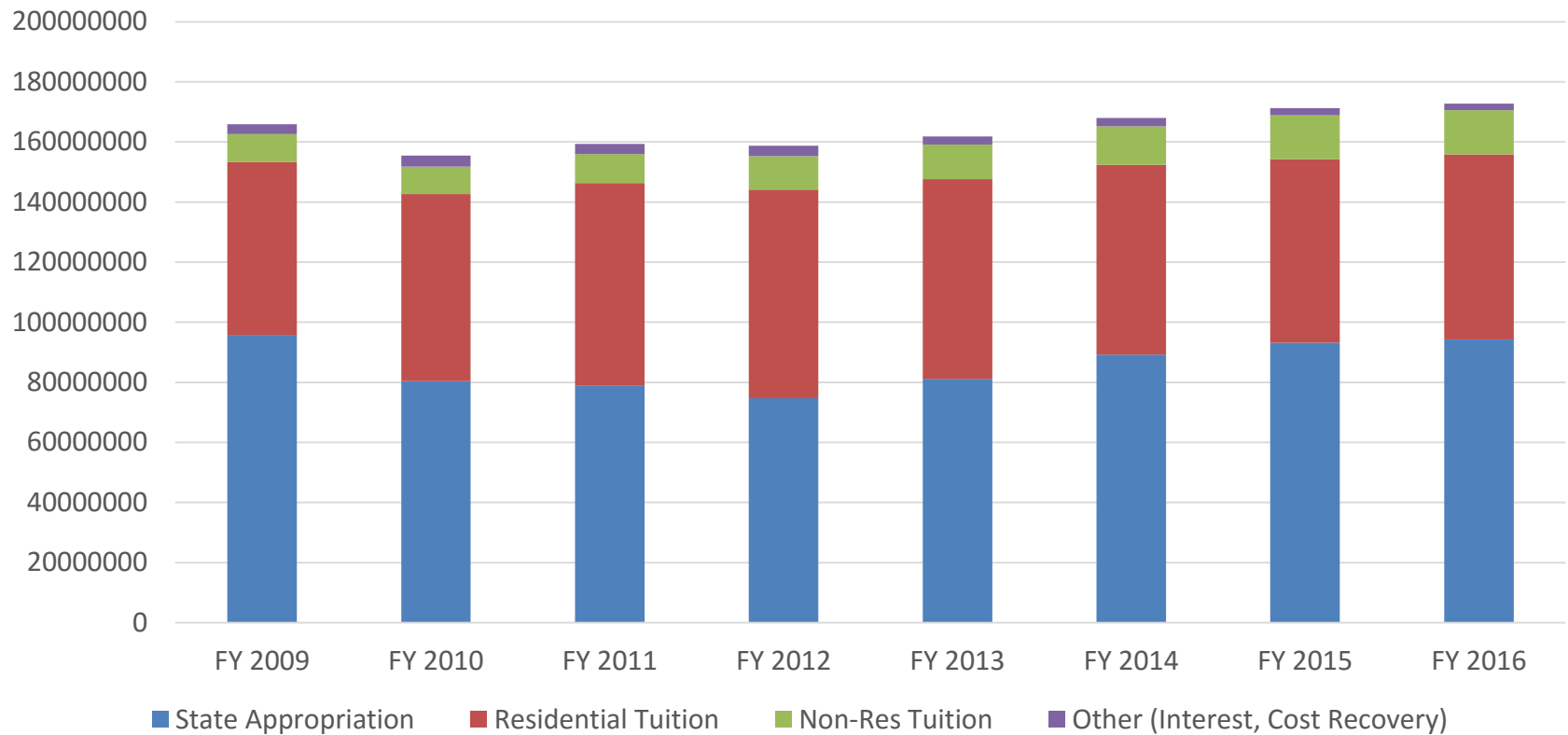
WWU = Western Washington University

TSU = Truman State University



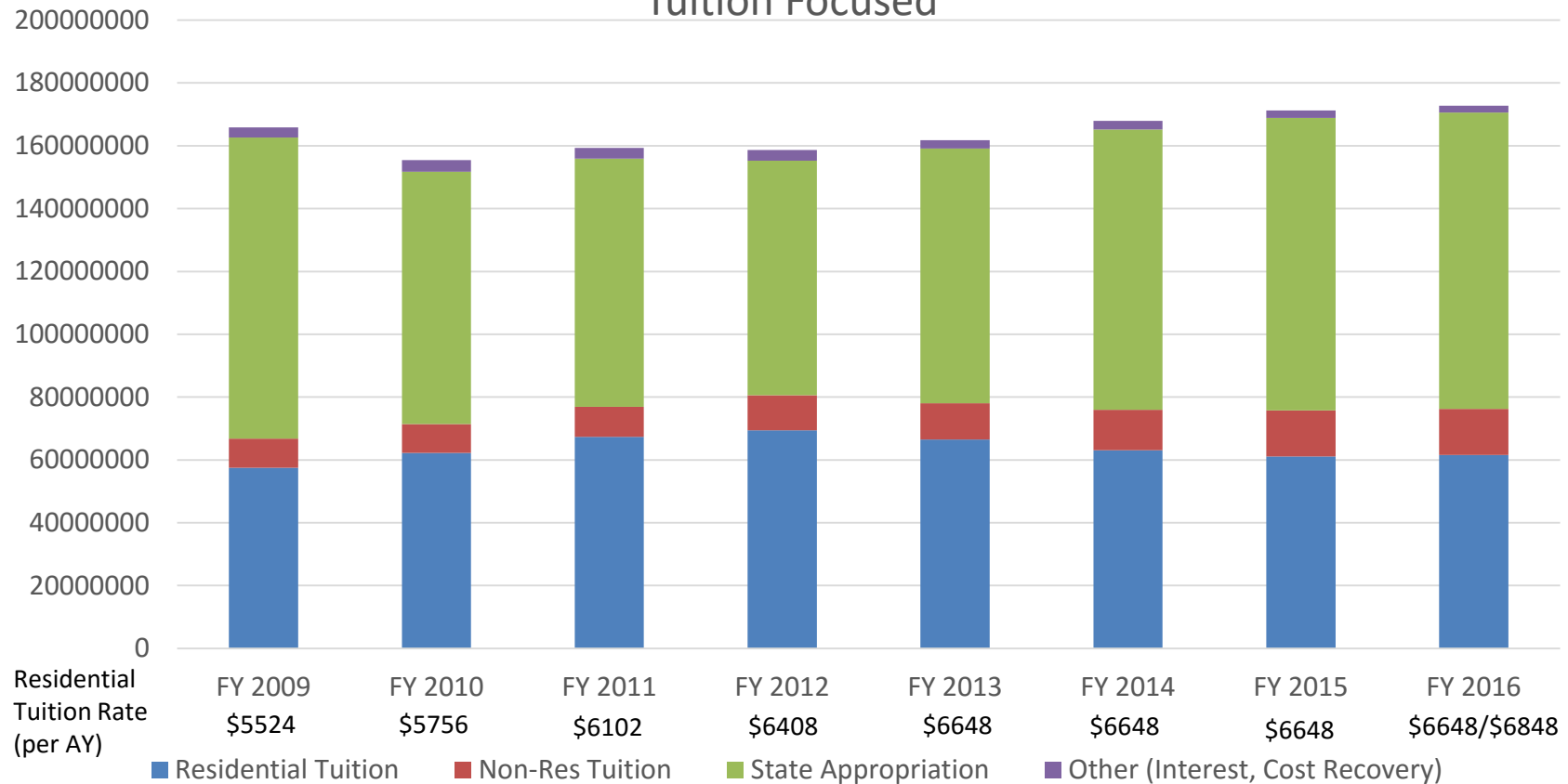
UNI General Fund Revenue

FY 2009 to FY 2016
State Appropriation Focused

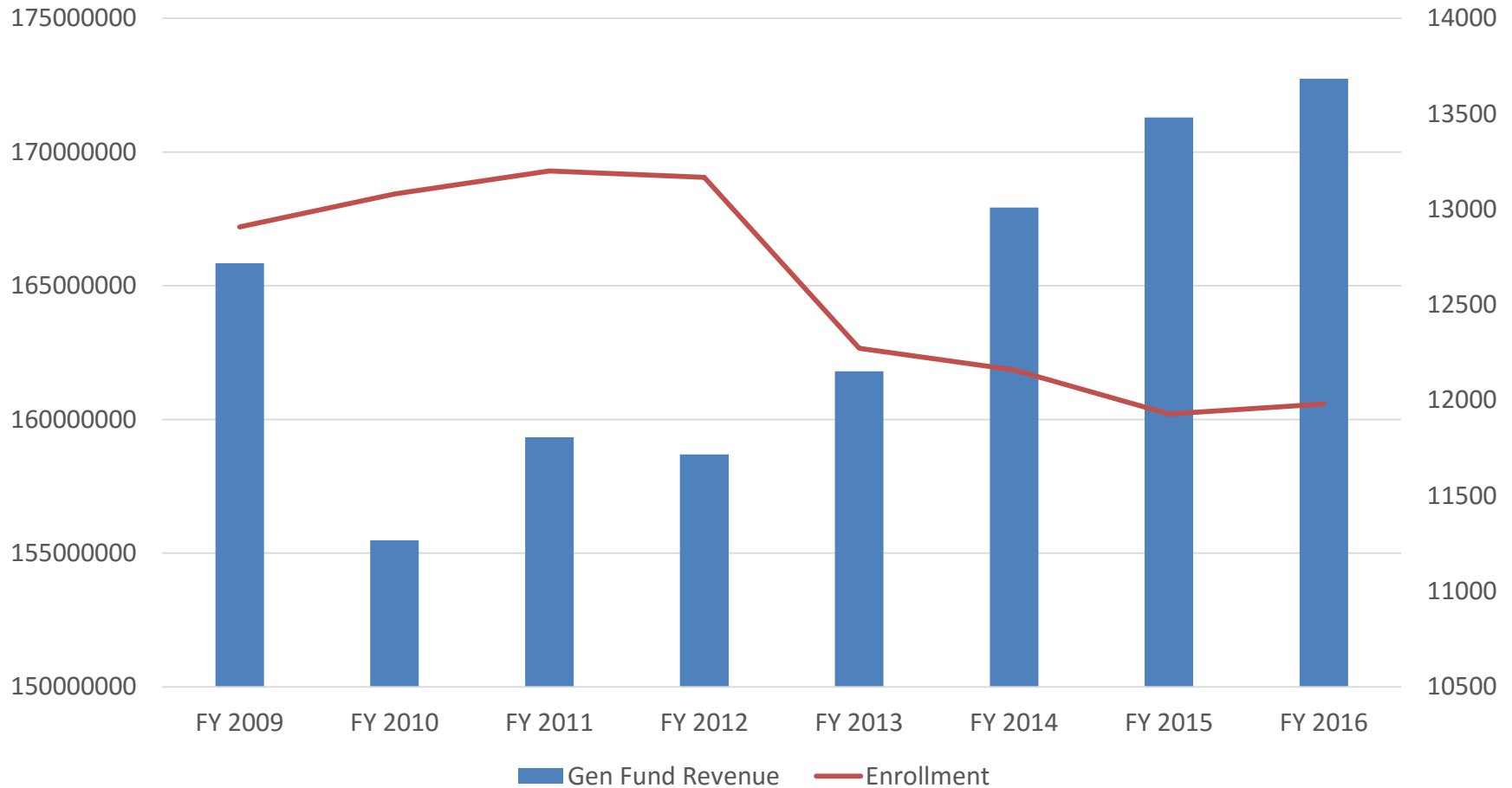


UNI General Fund Revenue

FY 2009 to FY 2016
Tuition Focused

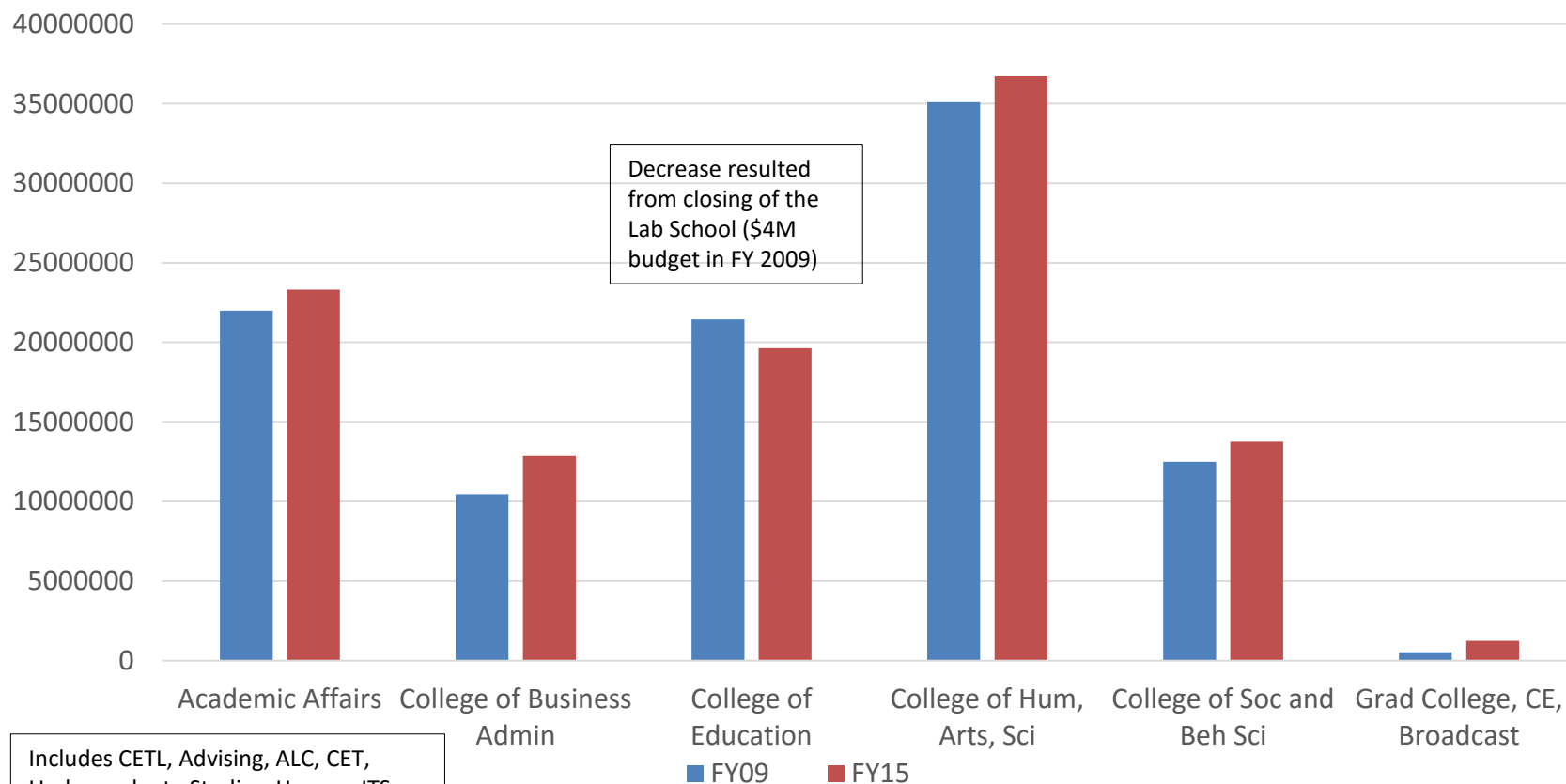


Funding vs. Enrollment



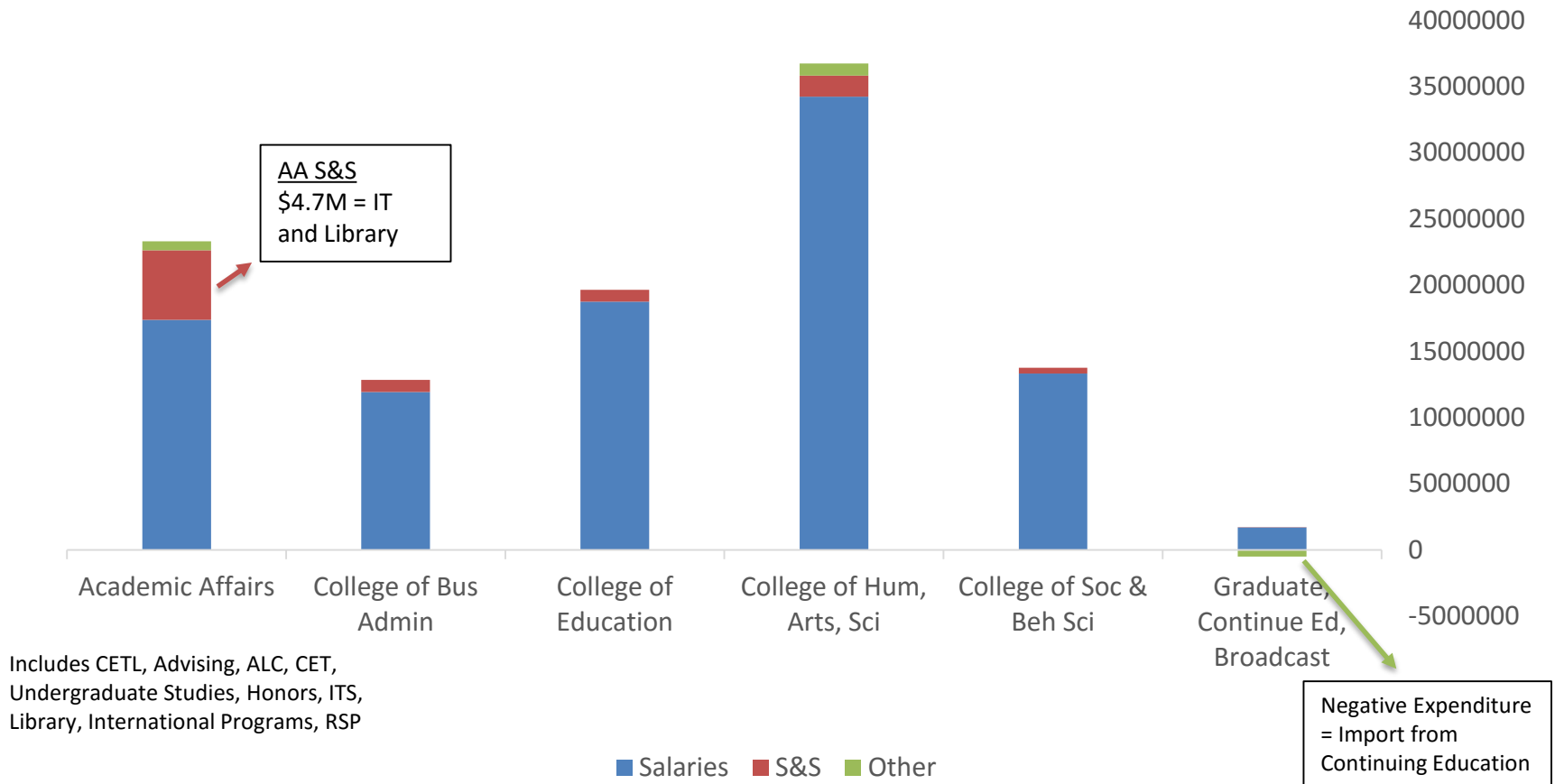
Academic Affairs (FY 09 vs FY 15)

General Education Fund Expenditures



Academic Affairs (FY 15)

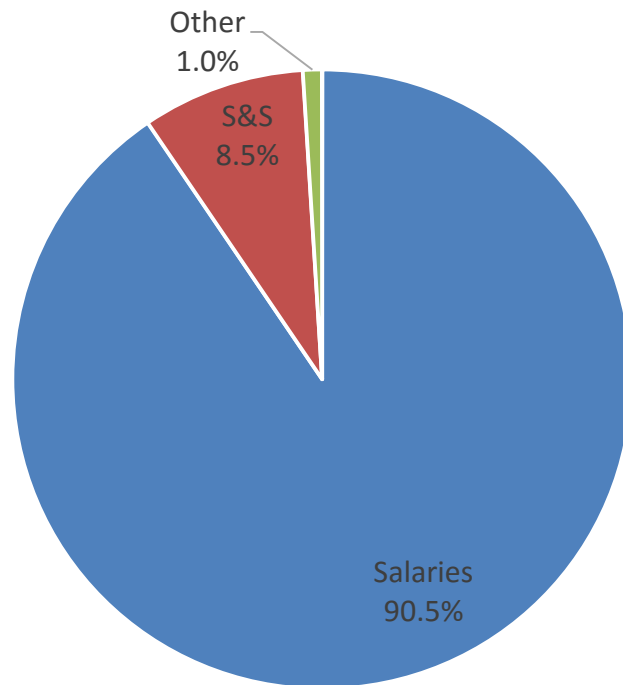
General Education Fund Expenditures



Academic Affairs (FY 15)

General Education Fund Expenditures

Total Academic Affairs Expenditures



Colleges and Library Expenditures

